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Academically Adrift: Limited Learning on
College Campuses is a book written by
Richard Arum and Josipa Roksa,
published by the University of Chicago

Read PDF Academically Adrift Limited Learning On College Campuses Richard Arum Press in January 2011. The book examines the current state of higher education in the United States. The book and its findings received extensive national media coverage and sparked a debate about what undergraduate students learn once they get into college.

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Academically Adrift holds sobering
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education faces crises on a number of
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mission will demand the attention of us
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“The time, money, and effort that’s
required to educate college students helps
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in a new blockbuster book—*Academically
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aren't learning anything.”, U.S. News &
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In *Academically Adrift: Limited Learning on College Campuses* (University of Chicago Press, 2011), we have described some of these disturbing conditions and documented the extent to which many students show little if any growth over the first 2 years of college in their ability to perform tasks requiring critical thinking,

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complex reasoning, and written
communication as measured by the
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of statistics and cross references to
additional research compiled by the
authors. While the book contains 259
pages, the relevant information it presents
is limited to the first 144 pages.

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While press coverage of Academically Adrift focused mostly on learning among typical students, the data actually show two distinct populations of undergraduates. Some students, disproportionately...

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Roksa's Academically Adrift: Limited
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(University of Chicago Press, 2011) has gained great capital in this crisis narrative. The authors claim that American students are learning very little—at best—during their first two years of college. Although the

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While in the long term this country's
global competitiveness is likely weakened
by a white-collar workforce that is not

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uniformly trained at a rigorous level,
colleges where limited academic learning
occurs in the short term can still fulfill
their primary social functions: students are
allocated to occupational positions based
on their credentials, not their skills;
students are provided settings where they
can experiment with new forms of social

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Chicago Press, 2011. 272 pp. ISBN-13:

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say that Academically Adrift is the "must
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Academically Adrift is not, however, a

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book about lazy professors, shiftless
students, and spineless administrators.

Rather, it is a book about how an
institution that has been admittedly
compromised by vocationalization,
credentialism, and careerism can redefine
and reclaim a set of goals focused on
student learning.

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