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**Association of American Colleges and Universities (AAC&U):** AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises nearly 1,300 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

AAC&U organizes its work around four broad goals:

1. LEAP: Liberal Education as a Global Necessity
2. Quality: 21st Century Markers for the Value of US Degrees
3. Equity: Innovation, Inclusive Excellence, and Student Success
4. Social Responsibility: Integrative Liberal Learning for the Global Commons

**Comparable assessments:** use common metrics and competencies to gauge learning.

**Degree Qualifications Profile (DQP):** or qualifications framework – illustrates clearly what students should be expected to know and be able to do once they earn their degrees at any level.

**Essential Learning Outcomes (ELO):** AAC&U has developed a set of rubrics to assess many of the following 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*

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

**LEAP Campus Action Network:** Currently comprising more than 300 colleges and universities in every region of the country, the LEAP Campus Action Network brings together academic and student affairs leaders to share best practices in undergraduate education, strengthen educational achievement on their own campuses, and improve their abilities to communicate about the value of a liberal education in today's world. The LEAP Campus Action Network sponsors communications workshops, publishes tools for campus analysis and communications capacity building, and helps educational reformers across the country advance their work. Nine of Indiana's public campuses/institutions are participants in this network.

**LEAP State:** brings AAC&U and member campuses into intentional work together toward systemic change. Through local campus and public policy leadership, the initiative supports public advocacy and curricular renewal for liberal education. The initiative builds platforms for campus action and frameworks to advance essential learning outcomes in general education and across institutional operations. Through targeted, system-based work, the initiative fosters cross-campus collaborations to raise levels of inclusion and success for all students.

The current activities of the LEAP States Initiative are focused on the *Quality Collaboratives*, two- and four-year campus transfer partners working together in eight states to align transfer policy and practice around the authentic assessment of student competencies. Campus- and system-level teams in each LEAP State are collaborating over the next three years to test degree frameworks and to develop policy recommendations and assessment tools to serve this goal.

**Learning outcomes:** statements of education achievement and are expressed in terms of what the learner is expected to know, understand and be able to do on completion of the award or module.

**Liberal Education and American's Promise (LEAP):** Launched in 2005, Liberal Education and America's Promise (LEAP) is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.

**Quality Collaboratives: Assessing and Reporting Degree Qualifications Profile Competencies in the Context of Transfer:** a three-year project launched with support from the Lumina Foundation and the William and Flora Hewlett Foundation as a part of AAC&U's ongoing Liberal Education and America's Promise (LEAP) initiative. Beginning in October 2011, AAC&U engaged teams of educational, assessment, and policy leaders in California, Indiana, Kentucky, Massachusetts, North Dakota, Oregon, Utah, Wisconsin, and Virginia. Two- and four-year institutions in each of these states have already been working extensively within the LEAP network of projects, states, and institutions on issues of learning outcomes, curricular change, high-impact practices, and assessment. They will build on these prior efforts to clarify, map, assess, and improve the achievement of learning outcomes essential for success in life, work, and citizenship in the twenty-first century.

**Tuning:** is a faculty-driven process to articulate what a student knows and is able to do in a given discipline at the point of degree. Typically, faculty from four-year and two-year colleges and universities within a state meet by discipline to work through the Tuning process. Both public and private institutions within a state/region are included in the Tuning process, though participation is voluntary. Faculty members meet in their respective discipline groups to generate

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competencies and outcomes for their respective degrees. Tuning involves creating a framework that establishes clear learning expectations for students in each subject area and sets forth clear responsibilities for institutions to invite all stakeholders (faculty, students, recent graduates, and employers) to have input into the process. It is critically important, however, that all programs being tuned retain their academic autonomy.

***Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics:*** diverse teams of faculty and other academic and student affairs professionals from a wide range of institutions drafted and revised institutional-level rubrics (and related materials) to correspond with the AAC&U Essential Learning Outcomes. Each VALUE rubric (listed below) contains the most broadly shared criteria or core characteristics considered to be critical for judging the quality of student work in a particular outcome area.

VALUE Rubrics:

*Intellectual and Practical Skills*

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving

*Personal and Social Responsibility*

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Global Learning

*Integrative and Applied Learning*

- Integrative and applied learning