Contemporary Performance Measurement: Where Are We? Where Do We Need to Go?

WICHE Commission Meeting
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What Parents and the Public Say

- 94% of parents expect their child to go to college.
- 57% say colleges fail to provide students with good value for money spent.  
  
  (Pew Research Center 2012)

- 60% of the public agreed that “colleges today are like most businesses and care more about the bottom line than about making sure students have a good educational experience. (up from 52% in 2007).

  (Public Agenda 2009)
The Growing Demand for Higher Order Skills

Source: Council on Competitiveness, *Competitiveness Index*
“The premium on lifelong learning just keeps going up...the world is changing even faster. Learning how to love learning is becoming more important – and the importance of static knowledge is going down....Students have to have knowledge and know how to use it—know AND do. All learning should revolve around projects.”

David Rattray, Senior Director, Education & Workforce Development, LA Chamber of Commerce
What Employers Say

• 31 percent indicate that recent graduates are very unprepared for their job search;

• Over half of employers surveyed indicated difficulty finding qualified candidates for job openings;

• 44 percent of employers say that higher education is doing “a poor” or “only a fair job” of preparing students for success.

What Educators Know: We Have a Performance Shortfall—and We Need More Actionable Info To Fix It

• Only 58 percent of full-time students graduate within 6 years;

• More than 50 percent of two-year students require remediation; nearly 20 percent of 4-year college students require remediation;

• ACT scores suggest that only 1 in 4 test takers is prepared for college-level work in reading, writing, math, and science;

• Only 10 percent of seniors tested proficient in mathematics; only 9 percent tested proficient in written communication (ETS);

• Traditional “tests” do not adequately measure the competencies required for success in the 21st century.
Liberal Education & America’s Promise

Excellence for Everyone as a Nation Goes to College

“A COLLABORATION BETWEEN EDUCATORS, STUDENTS, POLICYMAKERS, AND BUSINESS AND COMMUNITY LEADERS”
In Today’s Economy, Narrow Learning is Not Enough
The LEAP Essential Learning Outcomes

• **Knowledge of Human Cultures and the Physical and Natural World**
  Focused on engagement with big questions, enduring and contemporary

• **Intellectual and Practical Skills**
  Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

• **Personal and Social Responsibility**
  Anchored through active involvement with diverse communities and real-world challenges

• **Integrative and Applied Learning**
  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
National Surveys of Employers on College Learning and Graduates’ Work Readiness

AAC&U commissioned Hart Research Associates (in 2006, 2007, 2009, and 2013) to interview employers (C-level suite executives and, in 2009 additional human resource professionals) whose companies report that hiring relatively large numbers of college graduates


Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn (AAC&U, 2010)

It Takes More Than a Major: Employer Priorities for College Learning and Student Success (AAC&U, 2013)

See: www.aacu.org/leap/public_opinion_research
It Takes More Than A Major:

Employer Priorities for College Learning and Student Success

Key findings from survey among 318 employers
Conducted January 9 – 13, 2013
for

Association of American Colleges and Universities
Consensus among employers is that innovation, critical thinking, and a broad skill set are important for taking on complex challenges in the workplace.

Our company puts a priority on hiring people with the intellectual and inter-personal skills that will help them contribute to innovation in the workplace.

Candidates’ demonstrated capacity to think critically, communicate clearly, & solve complex problems is more important than their undergraduate major.

Our company is asking employees to take on more responsibilities and to use a broader set of skills than in the past.

Innovation is essential to our company/organization’s continued success.

The challenges employees face within our company are more complex today than they were in the past.
A majority of employers agree that both specific knowledge and a broad range of skills are necessary for advancement and long-term career success.

Which is more important for recent college graduates who want to pursue advancement and long-term career success at your company?

- Having both field-specific knowledge and skills AND a broad range of skills and knowledge: 55%
- Having a range of skills and knowledge that apply to a range of fields or positions: 29%
- Having knowledge and skills that apply to a specific field or position: 16%
Employers value cross-cutting skills and qualities when hiring.

- **Ethical judgment and integrity**: 76% very important, 96% fairly important.
- **Comfortable working with colleagues, customers, and/or clients from diverse cultural backgrounds**: 63% very important, 96% fairly important.
- **Demonstrated capacity for professional development and continued new learning**: 61% very important, 94% fairly important.
- **Interest in giving back to the communities in which our company is located or those that it serves**: 26% very important, 71% fairly important.
- **Knowledge of global cultures, histories, values, religions, and social systems**: 16% very important, 55% fairly important.
Majorities of employers want colleges to place more emphasis on selected outcomes.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>More emphasis than they do today</th>
<th>The same emphasis</th>
<th>Less emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking/analytical reasoning</td>
<td>82%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>Ability to analyze/solve complex problems</td>
<td>81%</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td>Effective oral communication</td>
<td>80%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Effective written communication</td>
<td>80%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Apply knowledge/skills to real-world settings</td>
<td>78%</td>
<td>16%</td>
<td>6%</td>
</tr>
<tr>
<td>Locate, organize, evaluate info from multiple sources</td>
<td>72%</td>
<td>19%</td>
<td>9%</td>
</tr>
<tr>
<td>Innovation/creativity</td>
<td>71%</td>
<td>20%</td>
<td>9%</td>
</tr>
<tr>
<td>Teamwork/collaboration in diverse group settings</td>
<td>67%</td>
<td>22%</td>
<td>11%</td>
</tr>
<tr>
<td>Ethical decision-making</td>
<td>64%</td>
<td>27%</td>
<td>9%</td>
</tr>
</tbody>
</table>
The Good News

Educational research shows that what works to develop good learning outcomes as described by educators also works to prepare students for 21st century workplace challenges.

- Combination of broad skills and knowledge and specific disciplinary or professional skills;
- Integration, relevance, time-on-task, hands-on and experiential learning
High Impact Educational Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
Employers believe a variety of emerging educational practices have the potential to help graduates succeed.

- Expecting students to develop the skills to research questions in their field and develop evidence-based analyses
  - 45% will help a lot, 83% will help a fair amount

- Students complete significant project before graduation, demonstrating knowledge in major & analytical, problem-solving, communication skills
  - 42% will help a lot, 79% will help a fair amount

- Students complete internship or community-based field project to connect classroom learning with real-world experiences
  - 47% will help a lot, 78% will help a fair amount

- Expecting students to develop the skills to conduct research collaboratively with their peers
  - 33% will help a lot, 74% will help a fair amount

- Students acquire hands-on experience with the methods of science to understand how scientific knowledge is developed
  - 39% will help a lot, 69% will help a fair amount

- Expecting students to work through ethical issues and debates to form their own judgments about the issues at stake
  - 34% will help a lot, 66% will help a fair amount
Educational Research Documents Positive Impact of High-Impact Practices

High-Impact Educational Practices: What They Are, Who Has Access to them, and Why They Matter
by George D. Kuh (2008)

Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality
by Lynn Swaner and Jayne Brownell (2010)

Ensuring Quality and Taking High-Impact Practices to Scale
by George D. Kuh and Ken O’Donnell (forthcoming, 2013)

Investing in Success: Cost-Effective Strategies to Increase Student Success
By Jane Wellman and Rima Brusi (forthcoming, 2013)
High-Impact Practices: What The Evidence Shows

• Increase engagement, time on task, and integrative elements

• Correlated with levels of academic challenge, active and collaborative learning, student-faculty interaction

• Correlated with higher GPA, higher retention rates, greater satisfaction rates

• Student learning outcomes—increased critical thinking, communications, and ethical reasoning

• Impact for all students; greater impact for less well-prepared students and students of color.
Faint Trails or Clear Evidence of Competence: How Do Students Demonstrate Their Competence?
The Big Questions

How do we know students have achieved the outcomes they need?

How do they know they have the skills and knowledge they need and can they use what they know to self-assess, improve, and display what they know?

Are current teaching and assessment approaches aligned with 21st century outcomes?
The problem with high impact learning and assessment...

Good work, but I think we might need just a little more detail right here.
How can we gather data that is clear to the public and to students, and that helps educators and students improve their outcomes?
Existing and Emerging Tools for Performance Measurement: Not Just Tests

• National Survey of Student Engagement, Community College Survey of Student Engagement

• ETS Proficiency Profile, ACT Collegiate Assessment of Academic Proficiency (CAAP), CLA-Collegiate Learning Assessment

• Degree Qualifications Profile

• VALUE Rubrics
What is the DQP?

A Framework for Learning That Focuses on Students’ Cumulative and Demonstrated Achievement of Competencies that Integrate Knowledge, Skill, and Applied Learning

• Knowledge – Broad and Specialized – With Intellectual Skills
• General Learning With Majors
• Field-Based Learning with Academic Learning
• Civic Inquiry With Academic and Field-Based Learning
• Culminating Accomplishments that Integrate Learning Across Levels and Disciplines
Valid Assessment of Learning in Undergraduate Education
(www.aacu.org/value)

16 national rubrics accessed to date by more than 3000 institutions; 11,000 individuals

Created to:

Develop shared understanding of what competence looks like for a set of common learning outcomes

Improve direct assessment of student learning especially for assessment of student work collected in e-portfolios

Help students themselves self-assess and become aware of their own development of cross-cutting capacities
VALUE Rubrics

Knowledge of Human Cultures & the Physical & Natural Worlds

- Scientific Literacy (in progress)
- Global Learning (released in draft)

Intellectual and Practical Skills

- Inquiry & Analysis
- Critical Thinking
- Creative Thinking
- Written Communication
- Oral Communication
- Reading
- Quantitative Literacy
- Information Literacy
- Teamwork
- Problem-solving

Personal & Social Responsibility

- Civic Knowledge & Engagement
- Intercultural Knowledge & Competence
- Ethical Reasoning
- Foundations & Skills for Lifelong Learning

Integrative & Applied Learning

- Integrative & Applied Learning
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition
Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new complex situations within and beyond the campus.

Framing Language
Fostering students’ abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, uns preceding and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one’s intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students’ capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today’s global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self-assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom, thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deeper understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self-reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students’ examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Academic knowledge**: Disciplinary learning, learning from academic study, texts, etc.
- **Content**: The information conveyed in the work samples or collections of work.
- **Contexts**: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- **Co-curriculum**: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- **Experience**: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- **Form**: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the e-portfolio.
- **Performance**: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.) performance makes learning observable.
- **Reflection**: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- **Self-Assessment**: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.
## The Anatomy of a VALUE Rubric

**Definition**
Integrative thinking is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning across complex situations within and beyond the campus. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

### Levels

<table>
<thead>
<tr>
<th>Connections to Experience</th>
<th>Performance Descriptors</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden one's own perspective.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Milestones 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Benchmark 1</strong></td>
<td></td>
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</tr>
<tr>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities and acknowledge perspectives other than one's own.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Identifies connections between life experiences and these academic tasks and ideas perceived as similar and related to one's interests.</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Levels

<table>
<thead>
<tr>
<th>Connections to Discipline</th>
<th>Performance Descriptors</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independently creates wholes out of multiple parts (heterogeneity of ideas) to create new solutions to solve problems or explore complex issues in original ways.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Milestones 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Benchmark 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Levels

<table>
<thead>
<tr>
<th>Transfer</th>
<th>Performance Descriptors</th>
<th>Levels</th>
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</thead>
<tbody>
<tr>
<td><strong>Capstone 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapts and applies skills, abilities, theories, or methodological skills gained in one situation to new situations.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Milestones 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapts and applies skills, abilities, theories, or methodological skills gained in one situation to new situations.</td>
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<td>2</td>
</tr>
<tr>
<td><strong>Benchmark 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses skills, abilities, theories, or methodological skills gained in one situation to contribute to understanding of problems or issues.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Uses, in a basic way, skills, abilities, theories, or methodological skills gained in one situation.</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Levels

<table>
<thead>
<tr>
<th>Integrated Communication</th>
<th>Performance Descriptors</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfill the assignment(s) by choosing a format, language, or graph for other visual representation in ways that enhance meaning, making clear the interdependence of language and meaning, and expression.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Milestones 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfill the assignment(s) by choosing a format, language, or graph for other visual representation in ways that enhance meaning, making clear the interdependence of language and meaning, and expression.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Benchmark 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfill the assignment(s) by choosing a format, language, or graph for other visual representation in ways that enhance meaning, making clear the interdependence of language and meaning, and expression.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Fulfill the assignment(s) by choosing a format, language, or graph for other visual representation in ways that enhance meaning, making clear the interdependence of language and meaning, and expression.</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Levels

<table>
<thead>
<tr>
<th>Reflection and Self-Assessment</th>
<th>Performance Descriptors</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embraces a life-long self-reflection, making explicit what is learned over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Milestones 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates changes in learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
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<td>2</td>
</tr>
<tr>
<td><strong>Benchmark 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects on performance with general descriptors of success and failure.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Reflects on performance with general descriptors of success and failure.</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
## Campus Example

**UNC-Wilmington, Critical Thinking Rubric**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>% of students who scored 2 or higher</th>
<th>% of students who scored 3 of higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of Issues</td>
<td>68.3</td>
<td>35.5</td>
</tr>
<tr>
<td>Interpreting &amp; Analysis</td>
<td>65.0</td>
<td>28.2</td>
</tr>
<tr>
<td>Influence of Context and Assumptions</td>
<td>48.8</td>
<td>21.2</td>
</tr>
<tr>
<td>Student’s position</td>
<td>54.5</td>
<td>24.0</td>
</tr>
<tr>
<td>Conclusions and related outcomes</td>
<td>47.7</td>
<td>17.0</td>
</tr>
</tbody>
</table>
Implications for Accountability Frameworks: Audiences, Alignment, Standards without Standardization

• Common outcomes framework—aligned with 21st century goals, assignments through which students can demonstrate achievement, authentic forms of assessment;

• Common data collection related to student experience of high-impact practices in which signature assignments are embedded;

• Common display of direct assessment results—averages, multiple measures (but not too many), drawing from authentic assessments (but selectively).
Different Questions for Different Audiences

Accreditors, Boards, Regents, Policymakers:
• Do institutions in a system have clearly defined outcomes?
• Are practices and curricula aligned to those outcomes?
• Is assessment process aligned to the outcomes?
• Do conditions exist for all students to experience engaged learning?

Institutional Leaders:
• Is general education curriculum designed to produce stated outcomes?
• Are all students demonstrating achievement of stated outcomes?
• Does each department have stated outcomes and aligned system of assessment to measure achievement of those outcomes?
• Are they tracking and reporting HIPs and assessment results regularly and with integrity?
Different Questions for Different Audiences

Faculty Members:

• Are required courses in our major sequenced to produce outcomes aligned with industry and/or disciplinary standards (e.g. Tuning, DQP, ABET) and institution-wide outcomes?

• Are students in our department participating in HIPs that allow them to demonstrate high levels of competence, including integration and application?

• In my course, are my assignments designed to produce work products through which students can demonstrate competence? Which institution-side outcomes does my course advance?

• Are all students achieving competence and do we have assessment data that proves they are, including “non-course-based” assessment data that demonstrates achievement over time?
Next Generation Accountability Framework

• Persistence and Completion Rates (by sub-group)

• NSSE data/participation in high-impact practices (by sub-group)

• Evidence of industry-standard assessment process

• Demonstrated accomplishment calibrated to common framework
  % passing licensure exams or ETS subject tests
  % passing rates on senior projects in field **(knowledge)**
  % reaching level 3-4 on **intellectual skills** demonstrated through projects or signature assignments
  % demonstrating **civic knowledge and engagement**
  % reaching level 3-4 on **integrative and applied** learning demonstrated through projects
www.aacu.org/leap

humphreys@aacu.org