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Tuning Glossary for utahtuning.weebly.com

Accreditation – "Accreditation in higher education is a collegial process of self-review and peer review for improvement of academic quality and public accountability of institutions and programs. This quality review process occurs on a periodic basis, usually every 3 to 10 years. Typically, it involves three major activities:

- A self-study by an institution or program using the standards or criteria of an accrediting organization.
- A peer review of an institution or program to gather evidence of quality.
- A decision or judgment by an accrediting organization to accredit, accredit with conditions or not accredit an institution or program."

(http://www.chea.org/pdf/chea-at-a-glance_2012.pdf)
Institutional accreditation is carried out primarily by regional accrediting associations. Disciplinary accreditation is the province of discipline professional organizations, also called specialized accreditors.

Assessment – The total range of methods used to assess the learner's achievement in a degree program, course, unit, or module. Typically, these methods include written, oral, laboratory, practical tests/examinations, projects, performances, and portfolios. They assess the achievement of pre-defined learning outcomes for the degree or learning unit. Assessment may be formative or summative: formative assessment having the goal of enabling learners to see their own progress and improve on previous performance; summative assessment aiming to provide the institution with evidence to judge the achievement of learning outcomes and the extent to which the learner qualifies for the degree or has met the particular learning unit goals.

Assessment vs. Evaluation – Assessment refers to the achievement of individual learners, while evaluation refers to courses, programs, or institutions.

Bologna Process Relationship to Tuning – The Bologna Process in Europe was established with the Bologna Declaration of 1999 by Education Ministries "to establish the European area of higher education" in order to enhance employability in these countries, enhance mobility, and Increase international competitiveness of European higher education. The European Higher Education Area aims to further the integration of European HE systems and further the convergence of European HE. Tuning was introduced by European faculty as a program to enhance academic quality. Part of the motivation was to allow faculty to seize the initiative for academic content and quality from centralized education bureaucracies that were promoting the European Higher Education Area. Therefore, some faculty have referred to Tuning as the "antidote to Bologna." In any case, Tuning grew out of the ferment of the Bologna Process and has become, worldwide, the major effort focusing on academic quality and transparency at the discipline level.

Competencies – "Competencies represent a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skill, and ethical values." In the U.S. institutions and higher education leaders add civic learning to the categories of competencies that are central to higher education. Some competencies essential to a discipline are developed in the discipline curriculum itself (discipline-specific competencies), while others are developed through allied disciplines or general education (general competencies). Both sets of competencies are essential to the discipline learning outcomes, and both are considered in a Tuning process. (*Tuning Educational Structures in Europe: Universities' Contribution to the Bologna Process - An introduction*, http://www.unideusto.org/tuningeu/images/stories/Publications/ENGLISH_BROCHURE_FOR_WEBSITE.pdf – see the Glossary section).

Competency-Centered Education – Education that focuses on the achievement of competencies defined in discipline learning outcomes as qualification for a degree in the discipline. This is much more than testing to assess learning outcomes, since the educational process includes a wide range of learning activities, experiences, and practices. Nevertheless, in competency-centered education all of these educational experiences are focused on developing essential competencies that build on one another and achieving learning outcomes. Granting of the degree is conditioned on the student demonstrating achievement of the discipline learning outcomes.

Degree Program Profile – see Discipline Degree Profile

Degree Qualifications Profile – The Degree Qualifications Profile (DQP) raises the question, What qualities of learning and practice does post-secondary education develop at different degree levels? (I.e. when students complete an associate, bachelor, or master's degree, what should they know, understand, and be able to do? – independent of discipline.) Therefore, the DQP is a tool to outline clearly the common expectations for achievement in order to be eligible for a degree, whatever the major. The DQP addresses five categories of outcomes: (1) broad, integrative knowledge; (2) specialized knowledge; (3) intellectual skills; (4) applied learning; (5) civic learning.

Discipline - A branch of knowledge, typically one studied in higher education, often represented and promulgated by an academic department at an institution of higher education.

Discipline Degree Profile – A description of a degree program (or other qualification, like a certificate program) within a discipline, e.g. B.S. in physics.

DQP – see Degree Qualifications Profile

ELOs – see Essential Learning Outcomes

Essential Learning Outcomes – These are institution-level learning outcomes for all students in associate and bachelor degree programs which were developed by the Association of American Colleges &

Universities (AAC&U). The ELOs were developed using employer surveys and focus groups as well as academic input. They include four categories of learning:

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

See http://www.aacu.org/leap/documents/EssentialOutcomes_Chart.pdf.

Evaluation – Assessment of courses, programs, or institutions is generally referred to as evaluation. Evaluation activities examine the quality of courses, programs, and institutions and consider "fitness of purpose" for the programs as well as the programs' "fitness for purpose." (*Tuning Educational Structures in Europe: Universities' Contribution to the Bologna Process - An introduction*, http://www.unideusto.org /tuningeu/images/stories/Publications/ENGLISH_BROCHURE_FOR_WEBSITE.pdf – see the Glossary section)

'Fitness of purpose' "means determining whether the aims of the program are suitable or not." 'Fitness for purpose,' "often used in quality assurance activities, means determining whether the academic strategies are suitable for achieving the declared aims of a program. . . . In the Tuning view, to develop true quality, 'fitness for purpose' has meaning only when the fitness of purpose itself is thoroughly established and demonstrated. Guaranteeing 'fitness of purpose' requires a strong connection with research and academic standards as well as a consideration of employability which is only implicit in the 'fitness for purpose' definition."
(http://www.unideusto.org/tuningeu/quality-enhancement.html)

General Education, Liberal Education, Liberal Arts – The terms "General Education" and "Liberal Education" are often used interchangeably or in confusion with one another in US higher education. The AAC&U has clarified the differences and the issues involved on their Liberal Education web page (http://aacu.org/resources/liberaleducation).

> Briefly, Liberal Education is "an approach to college learning that empowers individuals and prepares them to deal with complexity, diversity, and change. This approach emphasizes broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth achievement in a specific field of interest. It helps students develop a sense of social responsibility; strong intellectual and practical skills that span all major fields of study, such as communication, analytical, and problem-solving skills; and the demonstrated ability to apply knowledge and skills in real-world settings."
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> Liberal Arts are "specific disciplines (i.e., the humanities, sciences, and social sciences)."
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> General Education is "that part of a liberal education curriculum that is shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing essential

intellectual, civic, and practical capacities. General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning."

High Impact Educational Practices – These are practices that help students achieve essential learning outcomes. They have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. They include

- 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

See http://www.aacu.org/leap/hip.cfm.

Learning Outcomes – Degree-level learning outcomes are statements created by discipline faculty, with student input, of what students are expected to know, understand, and be able to do to receive a degree in the discipline. Degree-level learning outcomes are one of the principal products of a Tuning process. Learning outcomes are also created for courses, projects, modules, etc.

Liberal Arts – see General Education, Liberal Education, Liberal Arts

Liberal Education – see General Education, Liberal Education, Liberal Arts

LOs – see Learning Outcomes

Reference Points – Qualification frameworks for a particular degree in a particular discipline. These are analogous to Degree Qualifications Profiles, above, but specific for the discipline. Reference points identify the competencies and level of qualifications for a degree in a discipline. They make degree expectations transparent and consistent.

Tuning - Tuning is a faculty-driven process that identifies what a student should know, understand, and be able to do in a chosen discipline when an associate, bachelor or master's degree has been earned. The process is designed to make higher education outcomes more transparent to all stakeholders, including students, employers, and parents, and to ensure the quality of degrees across institutions. Tuning has been used to help students understand expectations and to facilitate transfer and articulation among institutions.

Tuning and Accreditation – Since Tuning defines Reference Points and Learning Outcomes for a degree in a discipline, then develops tools to assess the achievement of those LOs, it provides a means both to define expectations and to measure how well the program is achieving them. This is the substance of accreditation, whether it be institutional accreditation or disciplinary accreditation. If the assessments developed in a Tuning process are formatted for use in accreditation, as well as for refining the discipline's curriculum, pedagogy, and assessment, then Tuning provides data directly for accreditation studies. Aside from reporting, Tuning and accreditation have a natural affinity as they both try to systematically evaluate and improve college-level learning.