

The Quality Challenges are Mounting: Is Higher Education Ready to Lead?

Longwood University 2012 Assessment Conference

Terrel L. Rhodes, Vice President, Association of American Colleges and Universities

January 12, 2012



Taking the Lead on Quality

- **Vision: Champion a Compelling Framework for Learning:** Aims, Outcomes, Practices, Evidence, Inclusion
- **Collaboration: Make Higher Achievement a Shared Priority Across Campus:** For Democracy, the Economy and the Students We Serve
- **Courage: Tackle the Barriers:** Practices and Policies That Compromise Quality

Vision: A Compelling Framework for Learning...

- **Engages the Wider Society – In All Its Complexity**
- **Recognizes that Both the World and the Economy are Demanding More**
- **Helps Students Achieve-Not Just a Credential-But the Learning They Need for the Future They – and We – Want to Create**



*Association
of American
Colleges and
Universities*

A Compelling Framework Prepares Students for...

- **Global and civic challenges**
 - Daunting decisions on every front
 - Divisions at home
 - Contestations and freedom movements around the world
 - U.S. role as a global leader for democratic values and voice



*Association
of American
Colleges and
Universities*

A Compelling Framework Prepares Students for...

➤ **The Challenges of a Turbulent Global Economy**

➤ **More** college-educated workers BUT ALSO

➤ **Much higher and broader levels of learning** so students can navigate and succeed in an economy fueled by innovation, complex challenges and constant change



*Association
of American
Colleges and
Universities*

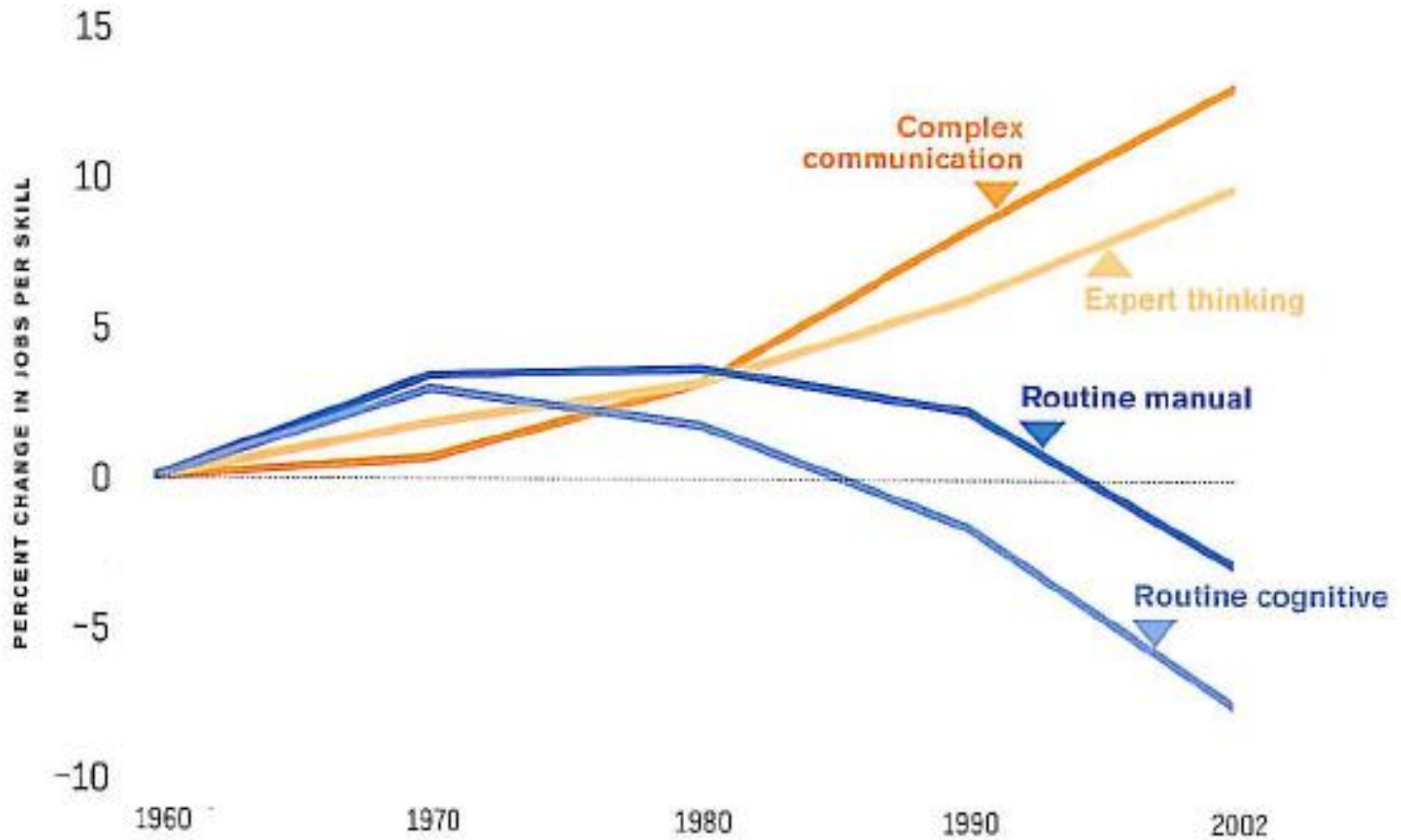
Employers Are Raising the Bar

- 91% of employers say that they are “asking employees to **take on more responsibilities** and to **use a broader set of skills** than in the past”
- 90% of employers say that their “employees are expected to **work harder to coordinate with other departments** than in the past.”
- 88% of employers say that “the **challenges their employees face are more complex** than they were in the past.”
- 88% of employers agree that “to succeed in their companies, employees need **higher levels of learning and knowledge** than they did in the past”

Source: “Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn” (AAC&U and Hart Research Associates, 2010)

The Growing Demand for Higher Order Skills

Source: Council on Competitiveness, *Competitiveness Index*



Key Capabilities Open the Door for Career Success and Earnings

“Irrespective of college major or institutional selectivity, what matters to career success is students’ development of a **broad set of cross-cutting capacities...**”

*Anthony Carnevale, Georgetown University
Center on Education and the Workforce*

A Compelling Framework Recognizes the Need for Inclusive Excellence

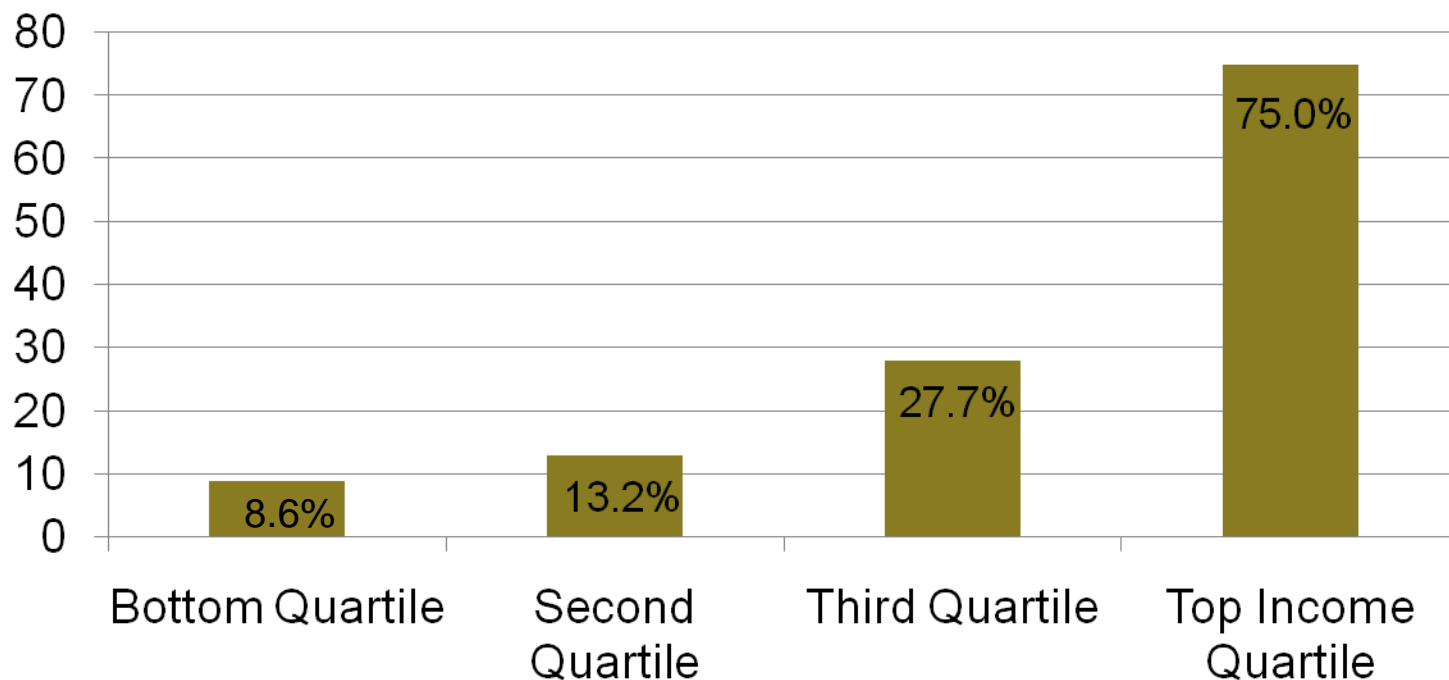
- **Making college a catalyst for students and communities that long have been underserved**
- **Countering and changing our long tragic history of unequal access and unequal expectations**



*Association
of American
Colleges and
Universities*

Bachelor's Degree Attainment by Family Income

By Age Twenty-Four



Source: U.S. Department of Education, *The Condition of Education 2006*.
Postsecondary Education Opportunity, no. 158 (2005)

*The World is Setting Greater
Expectations in Every Sphere, AND...*

**The good news is that the higher education
community has been hard at work on all
these issues**

The Key Elements for a Compelling Quality Framework Already Are in Hand

- **Consensus Aims and Outcomes**
- **Practices that Foster Achievement AND Completion**
- **Evidence on “What Works” for Underserved Students**
- **Assessments That Raise – and Reveal – the Level of Learning**



*Association
of American
Colleges and
Universities*

The Essential 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 Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Aims and Outcomes

80% of colleges, universities and community colleges have identified intended learning outcomes

% of Campuses that Require:

Knowledge of Human Cultures and the Physical and Natural World

Humanities	92%
Sciences	91%
Social Sciences	90%
Global/World Cultures	87%
Mathematics	87%
Diversity in the United States	73%
United States History	49%
Languages Other than English	42%
Sustainability	24%

% of Campuses that Require:

Intellectual and Practical Skills

Writing Skills	99%
Critical Thinking	95%
Quantitative Reasoning	91%
Oral Communication	88%
Intercultural Skills	79%
Information Literacy	76%
Research Skills	65%

% of Campuses that Require:

Personal and Civic Responsibility

Ethical Reasoning

75%

Civic Engagement

68%

Integrative and Applied Learning

Application of Learning

66%

Integration of Learning

63%

These data were generated as part of AAC&U's initiative, Liberal Education and America's Promise (LEAP). See Learning and Assessment: Trends in Undergraduate Education—A Survey Among Members of the Association of American Colleges and Universities (AAC&U and Hart Research Associates, 2009) for more information.



The Key Elements for a Compelling Quality Framework Already Are in Hand

- **Consensus Aims and Outcomes**
- **Practices that Foster Achievement AND Completion**
- **Evidence on “What Works” for Underserved Students**
- **Assessments That Raise – and Reveal – the Level of Student Learning**



*Association
of American
Colleges and
Universities*

Practices that Foster Achievement and Completion

- 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



*Association
of American
Colleges and
Universities*

Practices that Put Students' Learning at the Center

- **High Engagement (Peers, Mentors, Unscripted Questions)**
- **High Effort (by Students)**
- **High Reward (for Learning)**



*Association
of American
Colleges and
Universities*

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

Five High-Impact Practices: Effects, Impact, and Research Challenges, by Jayne E. Brownell and Lynn E. Swaner (AAC&U, 2010).



*Association
of American
Colleges and
Universities*

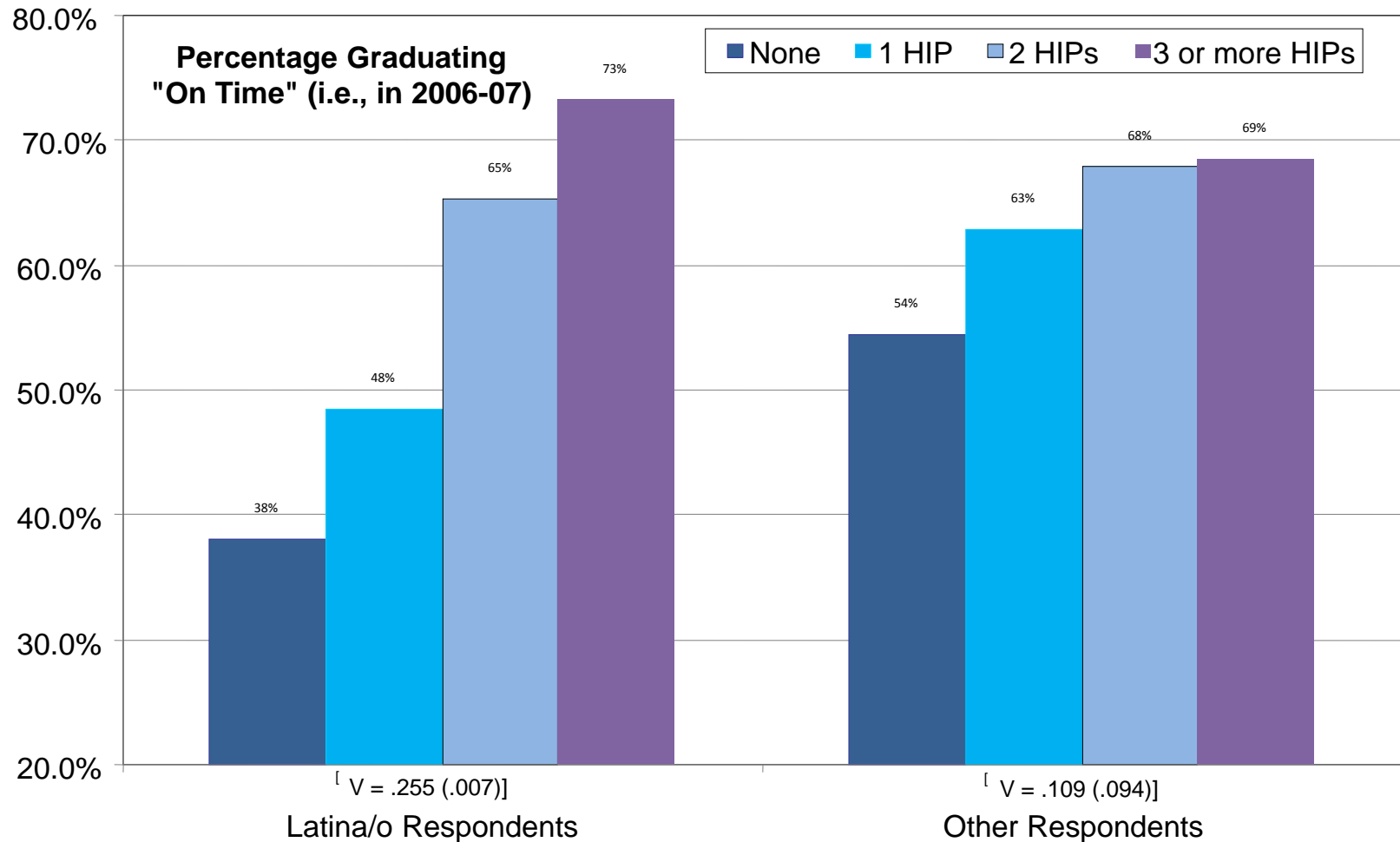
When Students are Engaged in High Impact Practices, They Are

- **More likely to complete**
- **More likely to achieve intended outcomes**
- **With particular benefit for underserved students**



*Association
of American
Colleges and
Universities*

Impact of Participation in High-Impact Practices on Percentage of Senior NSSE Respondents Graduating on Time, by Racial and Ethnic Background



Source: *Does Participation in Multiple High Impact Practices Affect Student Success at Cal State Northridge?* by Bettina Huber (unpublished paper, 2010).

Assessments That Raise and Reveal **Learning**

- Across higher education, faculty are inventing forms of assessment anchored in the curriculum and focused on students' actual work
- High impact practices are natural sites for examining student gains over time



*Association
of American
Colleges and
Universities*

Balance of Broad Knowledge and Specific Skills Preferred

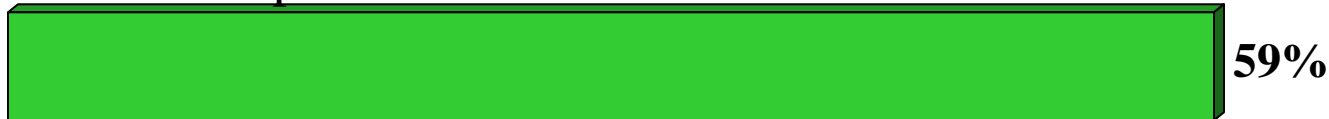
Which is more important for recent college graduates who want to pursue advancement and long-term career success at your company?



Broad range of skills and knowledge that apply to a range of fields or positions



In-depth knowledge and skills that apply to a specific field or position



BOTH in-depth AND broad range of skills and knowledge

**Higher Level Liberal Education
Skills and Abilities**

=

Higher Wages

Data from Georgetown University
Center for Education and the Workforce



Center on Education and the Workforce

The Salary Premium for Liberal Education Outcomes

From a federal database analyzing qualifications for 1,100 different jobs, there is consistent evidence that the highest salaries apply to positions that call for intensive use of liberal education capabilities, including (random order):

- Writing
- Inductive and Deductive Reasoning
- Judgment and Decision Making
- Problem Solving
- Social/Interpersonal Skills
- Mathematics
- Originality

***If This is the Vision, How Do We Help
Higher Education – and Our
Students – Know They Are
Achieving It?***



*Association
of American
Colleges and
Universities*

One Approach to Capturing and Tracking Learning

- E-Portfolios

The Power of Rubrics and E-Portfolios as Tools for Both Assessment and High-Impact Learning

- Rubrics to help guide students and faculty
- Places individual faculty judgment within national shared experience; national benchmarks
- E-portfolios to gather students' best work, encourage self-assessment, and allow for mining of samples for assessment purposes
- E-portfolios are portable, allow for cumulative learning and assessment, can complement other high-impact practices
- Can build up from course level to institutional reporting needs AND down from general to specific program/course context



*Association
of American
Colleges and
Universities*

VALUE Project

• <http://www.aacu.org/programs/VALUE>

The screenshot shows the AAC&U website with a navigation bar at the top containing: MEMBERSHIP, PROGRAMS, MEETINGS, PUBLICATIONS, LEAP ★, PRESS ROOM, and ABOUT AAC&U. The main header features the AAC&U logo and the text "Association of American Colleges and Universities". A search bar is located on the right side of the header.

The "PROGRAMS" section is highlighted, and the "VALUE: Valid Assessment of Learning in Undergraduate Education" page is displayed. A grey box contains the text: "The VALUE issue of Peer Review - [Assessing Learning Outcomes: Lessons from AAC&U's VALUE Project](#) is now available."

RESOURCES ON:

- LIBERAL EDUCATION
- GENERAL EDUCATION
- CURRICULUM
- FACULTY
- INSTITUTIONAL CHANGE
- ASSESSMENT
- DIVERSITY
- CIVIC ENGAGEMENT
- SCIENCE & HEALTH
- WOMEN
- GLOBAL LEARNING

LEARN MORE:

- RSS** WHAT'S NEW
- LEAP **BLOG**
- AAC&U TV
- AAC&U PODCASTS

LINKS

- About the Project:
 - Overview
 - Project Description
 - Project Outcomes
 - Metarubrics
- Participation:
 - Advisory Board
 - Leadership Campuses
 - Partner Campuses
 - Rubric Teams
- Staff

Overview

As part of AAC&U's [Liberal Education and America's Promise \(LEAP\)](#) initiative, the VALUE project seeks to contribute to the national dialogue on assessment of college student learning. It builds on a philosophy of learning assessment that privileges multiple expert judgments of the quality of student work over reliance on standardized tests administered to samples of students outside of their required courses. The assessment approaches that VALUE advances are based on the shared understanding of faculty and academic professionals on campuses from across the country.

VALUE assumes that:

- to achieve a high-quality education for all students, valid assessment data are needed to guide planning, teaching, and improvement;
- colleges and universities seek to foster and assess numerous essential learning outcomes beyond those addressed by currently available standardized tests;
- learning develops over time and should become more complex and



***Help Students Understand
What They Are Expected to
Accomplish***



*Association
of American
Colleges and
Universities*

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



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 be shared nationally through a common dialog and understanding of student success.

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a “habit of mind,” competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines

Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U’s recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today’s students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today’s students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It’s possible to find pages of mathematical problems, but what those problem sets don’t demonstrate is whether the student was able to think about and understand the meaning of her work. It’s possible to find research papers that include quantitative information, but those papers often don’t provide evidence that allows the evaluator to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills as analyzing quantitative information, representing quantitative information in appropriate forms, completing calculations to answer meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with those skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AAC&U’s rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

Framing Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else’s data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video of a PowerPoint presentation, perhaps, or a well designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, confounding the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a simplistic problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student’s QL achievement it may be necessary to measure QL achievement within the context of problem complexity, much as is done in diving competitions where two scores are given, one for the difficulty of the dive, and the other for the skill in accomplishing the dive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

Pages
Attachments
Comments

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		1
		3	2	
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explain the trend data shown in a graph and make reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explain the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explain trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).</i>	Skilfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis.</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

VALUE Rubrics & Assessment

• Rubrics Basics

Criteria



INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact valuel@aaaaz.org



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.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Connections to Experience <i>Connects relevant life and academic knowledge</i>	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 own points of view.	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.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

VALUE Rubrics & Assessment

• Rubrics Basics

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact valuel@aaaaz.org



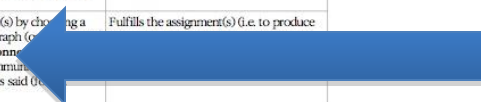
Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, 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.

	Capstone 4	Milestones 3 2		Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	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 own points of view.	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.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that communicates way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

Performance Descriptors



Validity and Usability

- Since fall 2010 over 3000 distinct institutions have downloaded one or more of the VALUE rubrics for use
- Over 11,000 distinct individuals have downloaded one or more of the VALUE rubrics for use
- 3 major consortia are using VALUE rubrics for cross institutional collaboration – Connect2Learning – LaGuardia College/AAEEBL (FIPSE) – 23 campuses; Integrative Portfolio Process – Michigan (FIPSE) – 6 campuses; RAILS – Syracuse (Institute for Museum and Library Studies ACRL) – 10 campuses
- Major state university systems are using VALUE rubrics
- Being used worldwide, e.g. Japan, Hong Kong, Australia, United Arab Emirates



*Association
of American
Colleges and
Universities*

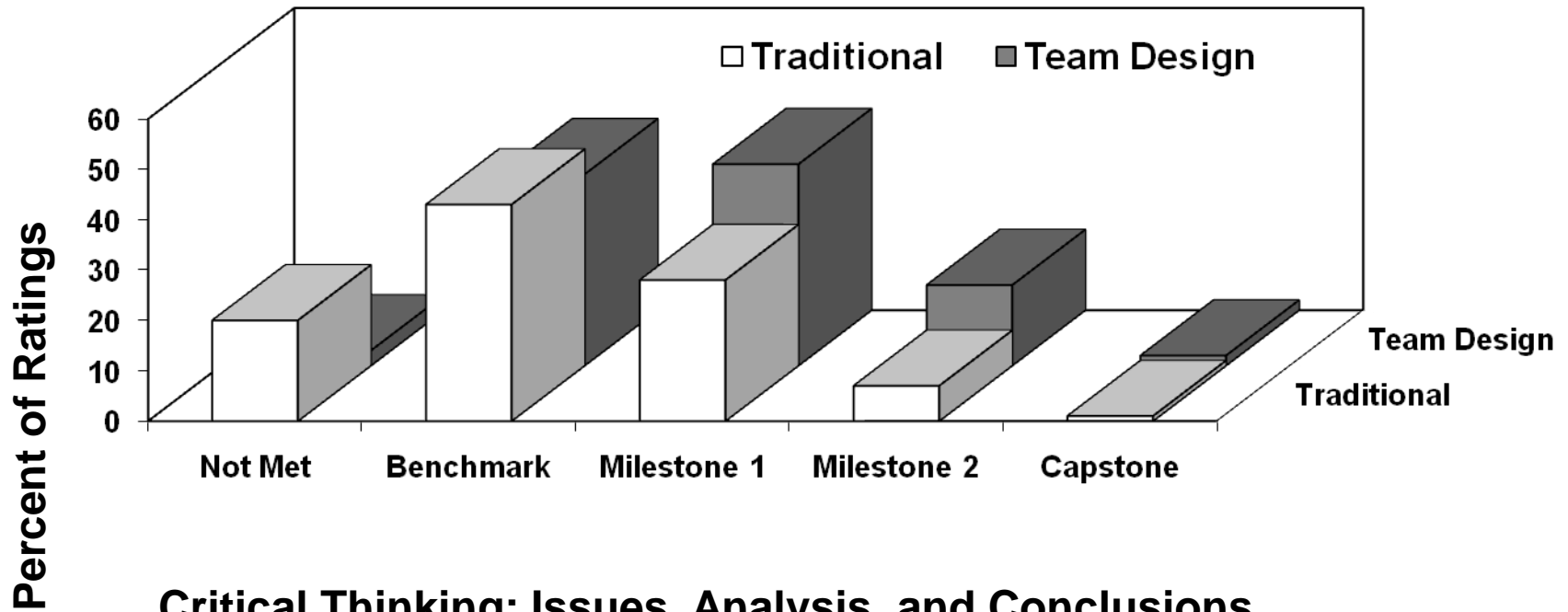
Reliability Study

- 40 Faculty
- 4 Traditional Disciplinary Divisions – Humanities, Social Sciences, STEM, Professions
- Three VALUE rubrics – Critical Thinking, Civic Engagement, Integrative Learning
- Common set of student portfolio work
- Agreement = .66 without norming; .8 normed
- Another set of 5 campuses, using same set of rubrics with 500 samples of student work – still analyzing



Building the Evidentiary Base

- University of Kansas – Representing Results

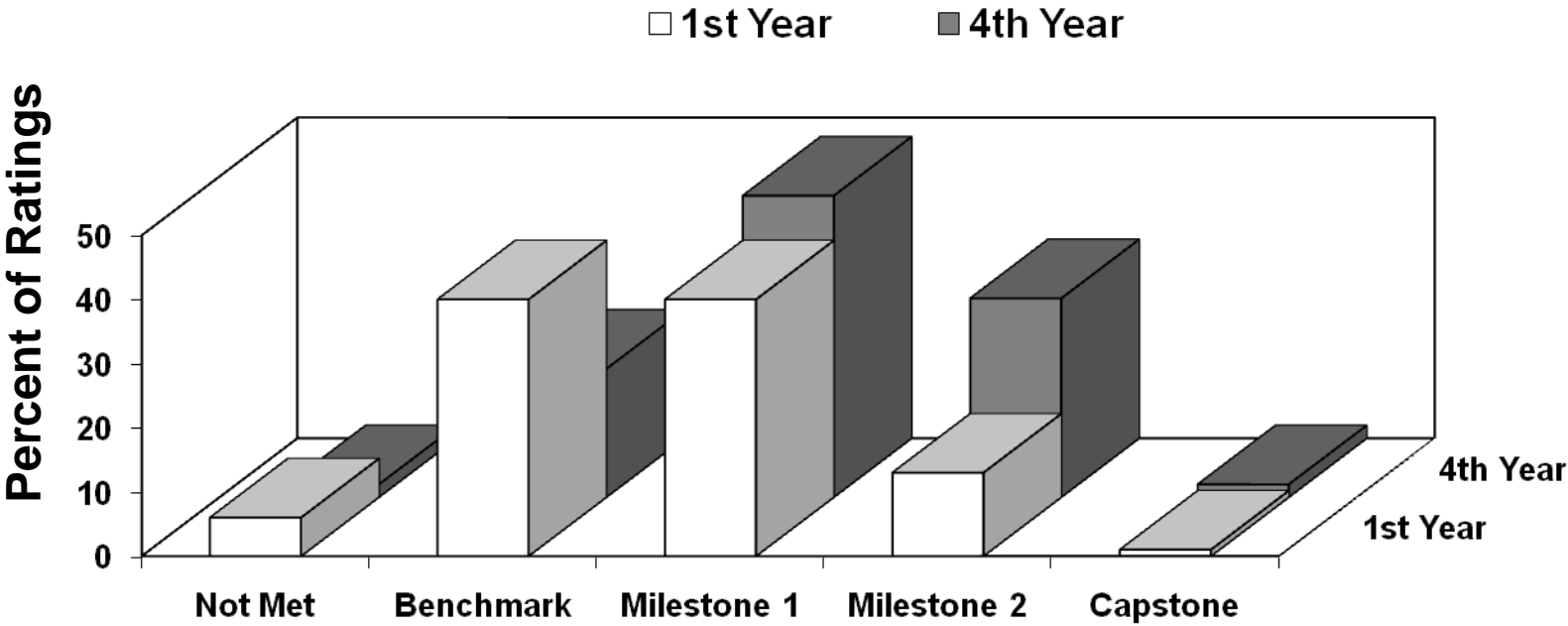


Critical Thinking: Issues, Analysis, and Conclusions

Inter-rater reliability = $>.8$

Building the Evidentiary Base

“VALUE added” for 4 years - writing



Building the Evidentiary Base

- University of Kansas –
 - “analysis of the data from the AACU VALUE rubrics affirmed that a team approach to **course design** can yield larger improvement in some forms of student writing and thinking”
 - “We also saw that the rubrics work best when there is close alignment between the nature of **the assignment** and the dimensions of intellectual skill described in the rubric”
 - “Finally, at a practical level we are very encouraged that this process is **manageable and sustainable**”

Degree Qualifications Profile

***Bringing new currency to
the meaning of U.S. degrees***



*Association
of American
Colleges and
Universities*



The Degree Qualifications Profile

Defining degrees: A new direction for American higher education to be tested and developed in partnership with faculty, students, leaders and stakeholders



***The Lumina Degree Profile – in Brief
– Provides a Template of
Competencies Required for the
Award of Degrees***



*Association
of American
Colleges and
Universities*

The Need for a Degree Profile

- Responding to the lack of “any consistent public understanding” of what degrees mean, the DP “describes concretely what is meant by each of the degrees addressed.”
- Neither an attempt to standardize degrees nor an effort to define what should be taught or how, the DP “illustrates how students should be expected to perform at progressively more challenging levels.”



*Association
of American
Colleges and
Universities*

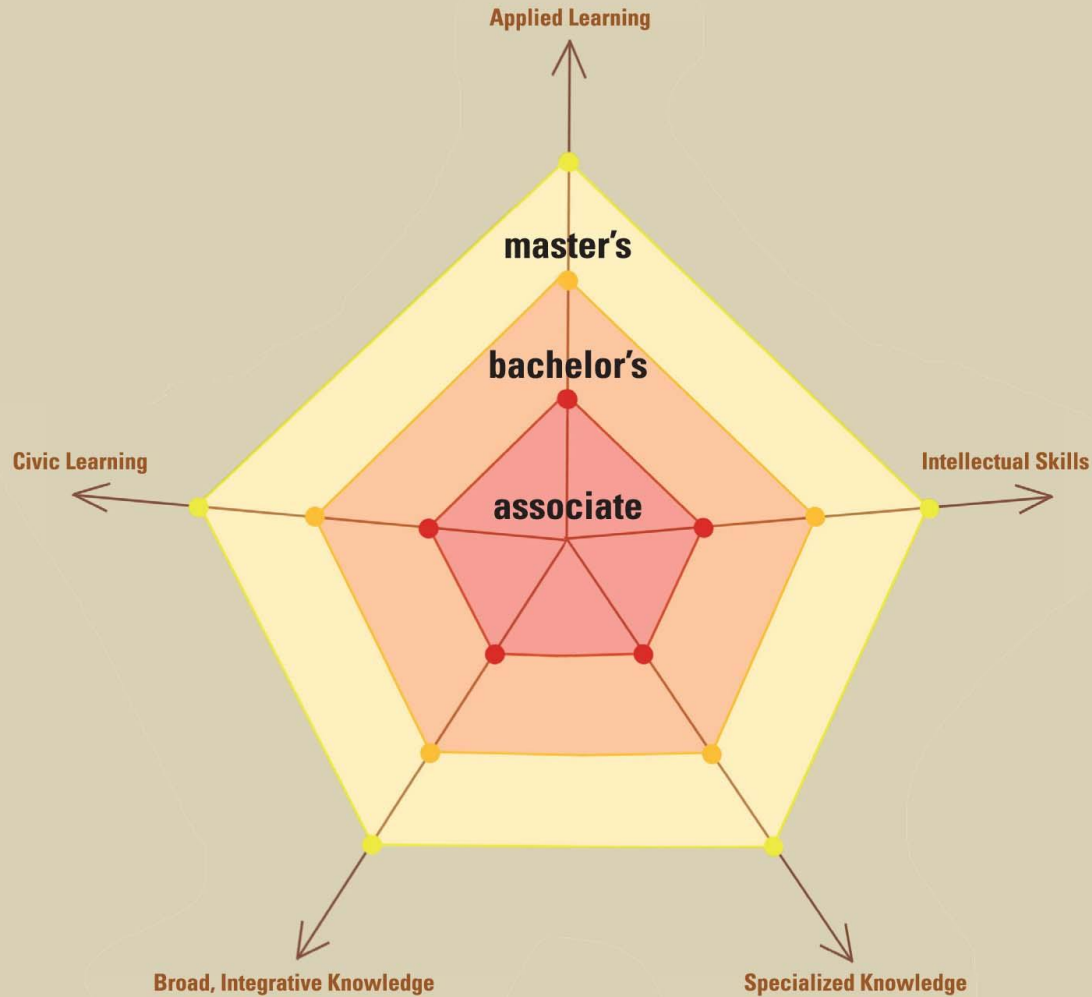
Lumina Degree Profile

- **Three Degree Levels: Associate, Bachelor's, and Master's**
- **Framed as Successively Inclusive Hierarchies of “Action” Verbs to Describe Outcomes at Each Degree Level**
- **Intended as a “Beta” Version, for Testing, Experimentation, and Further Development Beginning This Year**



*Association
of American
Colleges and
Universities*

Lumina Degree Profile



- **3 Degree Levels**

5 Learning Areas

The Five Areas are Interrelated, Not Separate

For example:

Knowledge and intellectual skills are integrated in the context of application – e.g. research, field-based assignments, projects, and civic problem-solving



*Association
of American
Colleges and
Universities*

Across All These Areas and Levels

***Students' Actual Work Becomes the
Focus of Educational Attention***



*Association
of American
Colleges and
Universities*

Intellectual Skills

- **Analytic inquiry**
- **Use of information resources**
- **Engaging diverse perspectives**
- **Quantitative fluency**
- **Communication fluency**



*Association
of American
Colleges and
Universities*

An Example: Communication Fluency

- **Associate Level:** The student **presents** substantially error-free prose in both argumentative and narrative forms to general and specialized audiences
- **Bachelor's Level:** The student **constructs** sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specialized audiences
- **Master's Level:** The student **creates** sustained, coherent arguments or explanations and reflections on his or her work or that of collaborators (if applicable) in two or more media or languages, to both general and specialized audiences



*Association
of American
Colleges and
Universities*

Integration and Application

Emphasizes “the cumulative integration of learning from many sources and the application of learning in a variety of settings...” (DP, p. 2)



*Association
of American
Colleges and
Universities*

The Degree Profile

- **Engages the Wider Society – in all its Complexity**
- **Makes Quality of Learning the Focus**
- **Seeks to Put Faculty at the Center**
- **Seeks to Put Students' Actual Work at the Center**
- **Challenges Reductive Metrics with a Strong Call to Assess Students' Actual Work**



*Association
of American
Colleges and
Universities*

Taking the Lead on Quality: **Courage** to Tackle the Barriers to Quality Within Higher Education

- **Pervasive Patterns of Underachievement**
- **The Divides Within**
 - **Excellence For Some**
 - **Limited Learning for Others**



*Association
of American
Colleges and
Universities*

Underachievement

Numerous studies show that too many students are not “doing their best” and make very limited gains in college.

- Arum/Roksa study: *Academically Adrift*
- Blaich/Wabash Longitudinal Studies
- Bok, *Our Underachieving Colleges* (2006)
- ACT/ETS Studies – 10% of seniors are “proficient” in key skills
- Employer Reports
- Faculty Members’ Own Reports



*Association
of American
Colleges and
Universities*

***The Degree Profile Asks Us to Shift
from My Work – Each Course is a
Silo – to OUR Work – Intentional
Practices that Both Develop and
Demonstrate Students’ Competence***



*Association
of American
Colleges and
Universities*

The Degree Profile Invites Faculty and Staff to Focus on...

- Intentional Assignments that Develop Competence
- Integrative Milestone Performances that Provide Evidence of Competence and of Students' Ability to Tackle Complex Questions and Problems



*Association
of American
Colleges and
Universities*

Taking the Lead on Quality: **Courage** to Tackle the Barriers to Quality in Policy and Punditry

- **The Credit Production Mindset**
 - **Incentives for Completion, But...**
 - **No Questions Asked on Learning**

Confront the Barriers to Quality in Policy and Punditry

➤ **Completion through Credit Reduction**

- **Students aren't prepared and they're not completing
– so let's shrink the curriculum to accelerate degree
production**



*Association
of American
Colleges and
Universities*

Barriers to Quality in Policy and Punditry

- **Job-Specific Preferred**
- **Let “Labor Market Data” Set the Goals**
- **Disinvestment in the Humanities and Social Sciences – despite their centrality to civic and global learning**

***Every Student Deserves the Benefit of a
Horizon-Expanding Education – A Liberal
Education in 21st Century Form***



*Association
of American
Colleges and
Universities*

We have had our ***why's, how's,*** and ***what's*** upside-down,
focusing too much on ***what*** should be learned, than on
how, and
often forgetting the ***why*** altogether.

In a world of nearly infinite information, we must first
address ***why,*** facilitate ***how,*** and let the ***what*** generate
naturally from there.

Michael Wesch, "From Knowledgeable to Knowledge-able," Academic Commons, January 2009
(academiccommons.org)

