

*Quality Assurance Aligned to a Global Economy:
What Employers Say and What Educators Can and Should Do*

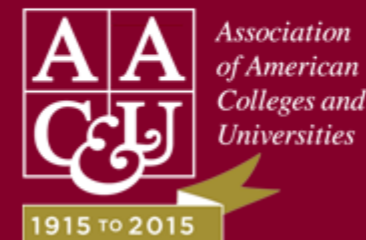
*CHEA Annual Conference
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www.aacu.org/leap/public-opinion-research

www.aacu.org/value



Liberal Education and America's Promise (2005-present)

- 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.
- LEAP advocates for a capacious vision of liberal education that is not confined just to liberal arts colleges nor exclusive to liberal arts and sciences disciplines. The LEAP definition of liberal education:

An approach to college learning that empowers individuals and prepares them to deal with **complexity, diversity and change**. It 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 as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes **a demonstrated ability to apply knowledge and skills in real-world settings**.

Liberal Education and America's Promise (2005-present)

•Essential Learning Outcomes

–A Guiding Vision and National Benchmarks for College Learning and Liberal Education in the 21st Century

•High Impact Practices

–Helping Students Achieve the Essential Learning Outcomes

•Authentic Assessments of Student Learning

–Probing Whether Students Can APPLY Their Learning – to Complex Problems and Real-World Challenges

–Inclusive Excellence

–Diversity, Equity, Quality of Learning for All Groups of Students

LEAP Areas of Work

- **Public Advocacy**—leadership through National Leadership Council, Presidents’ Trust, and work in LEAP states to make the case for liberal education and importance of essential learning outcomes
- **Campus Action**—networking and technical assistance to support campus efforts to increase all students’ achievement of essential learning outcomes and to communicate more effectively about liberal education;
- **Authentic Evidence**—reports on public opinion, high-impact practices that lead to essential learning outcomes, assessment approaches that deepen student learning ,and periodic reports of national data on student achievement

2015 Public Opinion Research

- Student focus groups (fall 2014)
- Student national survey and employer national survey (commissioned by AAC&U; conducted by Hart Research Associates; first of several reports on findings released January 2015)

Falling Short? College Learning and Career Success

www.aacu.org/leap/public-opinion-research

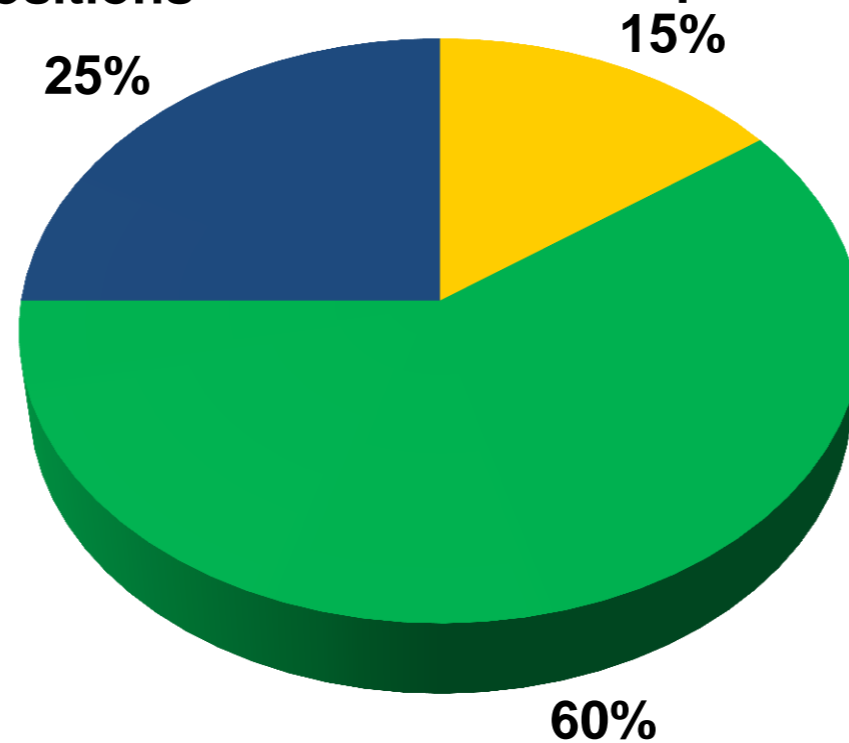
Three in five employers believe that it takes BOTH specific knowledge/skills and broad knowledge/skills to achieve long-term career success.

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

(employers)

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

Knowledge and skills that apply to a specific field or position

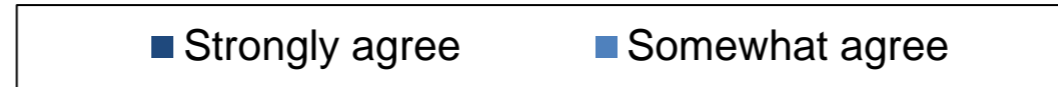


Both field-specific and broad range of knowledge and skills

College students:	
Specific	15%
Both	63%
Broad range	22%

Employers are in broad agreement on college learning outcomes⁷ for all students, regardless of their chosen field of study.

Employers' agreement with statements about college learning aims regardless of student's chosen field of study



All college students should have educational experiences that teach them how to **solve problems with people whose views are different from their own**

Students/
total agree



All college students should gain an **understanding of democratic institutions and values**



Every college student should take courses that build the **civic knowledge, skills, and judgment** essential for contributing to our democratic society



Every college student should acquire broad **knowledge in the liberal arts and sciences**

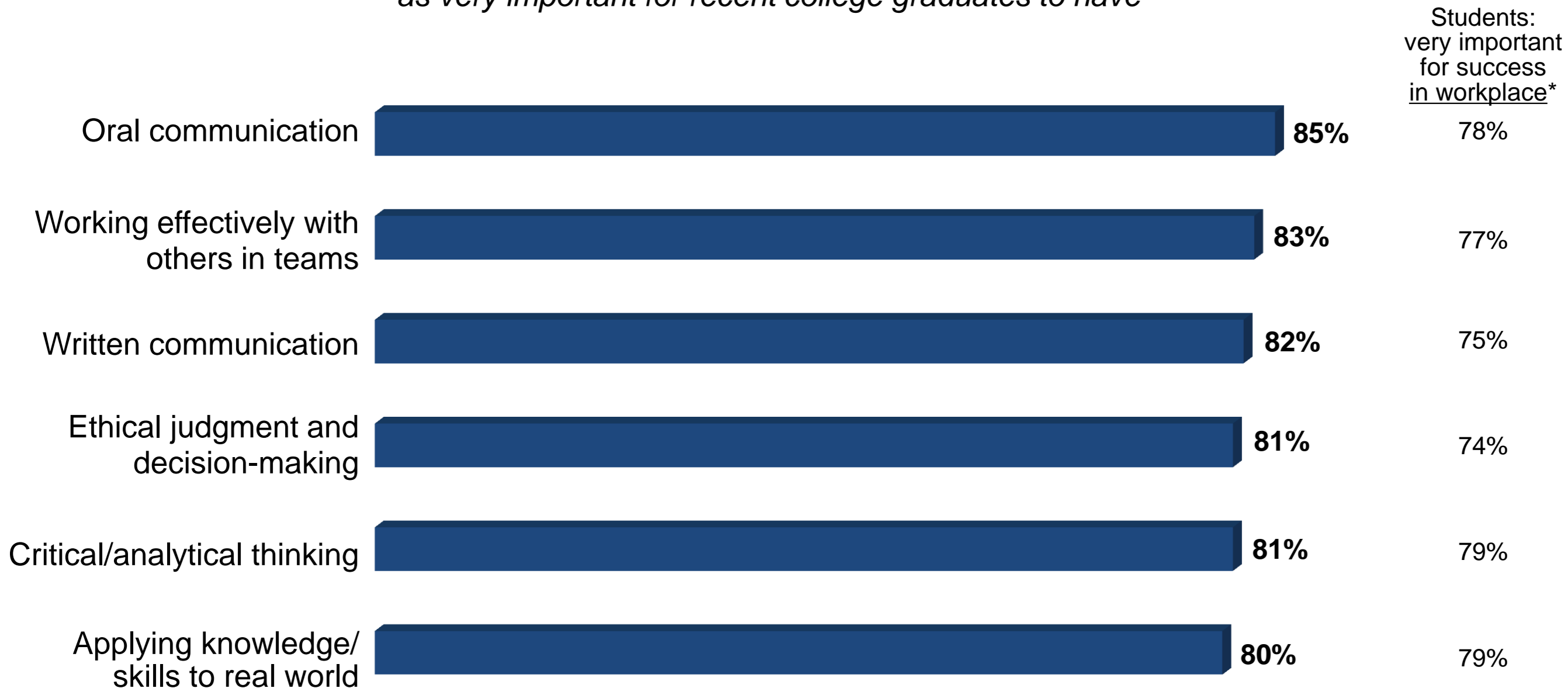


All college students should gain **intercultural skills** and an understanding of societies and countries outside the United States



Learning Outcomes that at Least Four in Five Employers Rate as Very Important

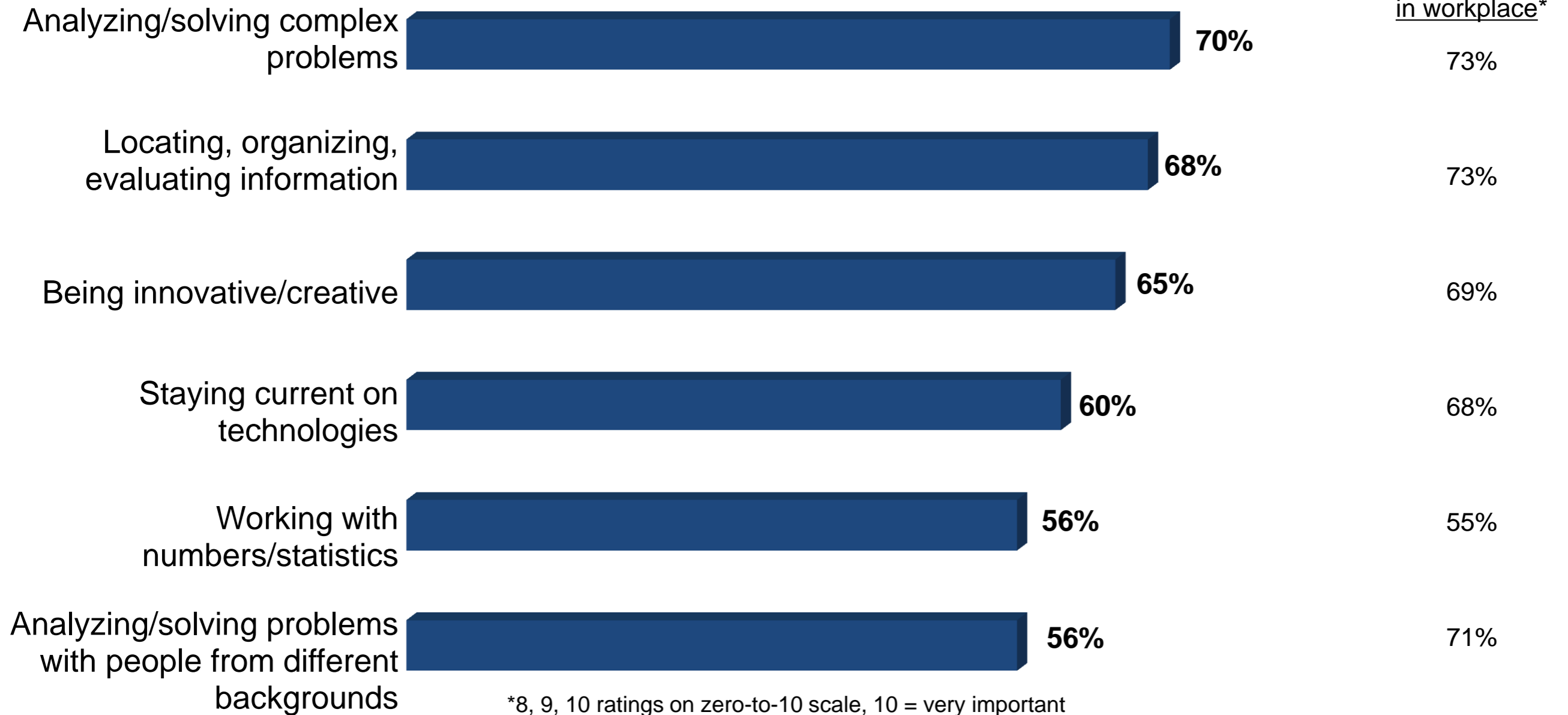
*Proportions of employers rating each skill/knowledge area as very important for recent college graduates to have**



*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

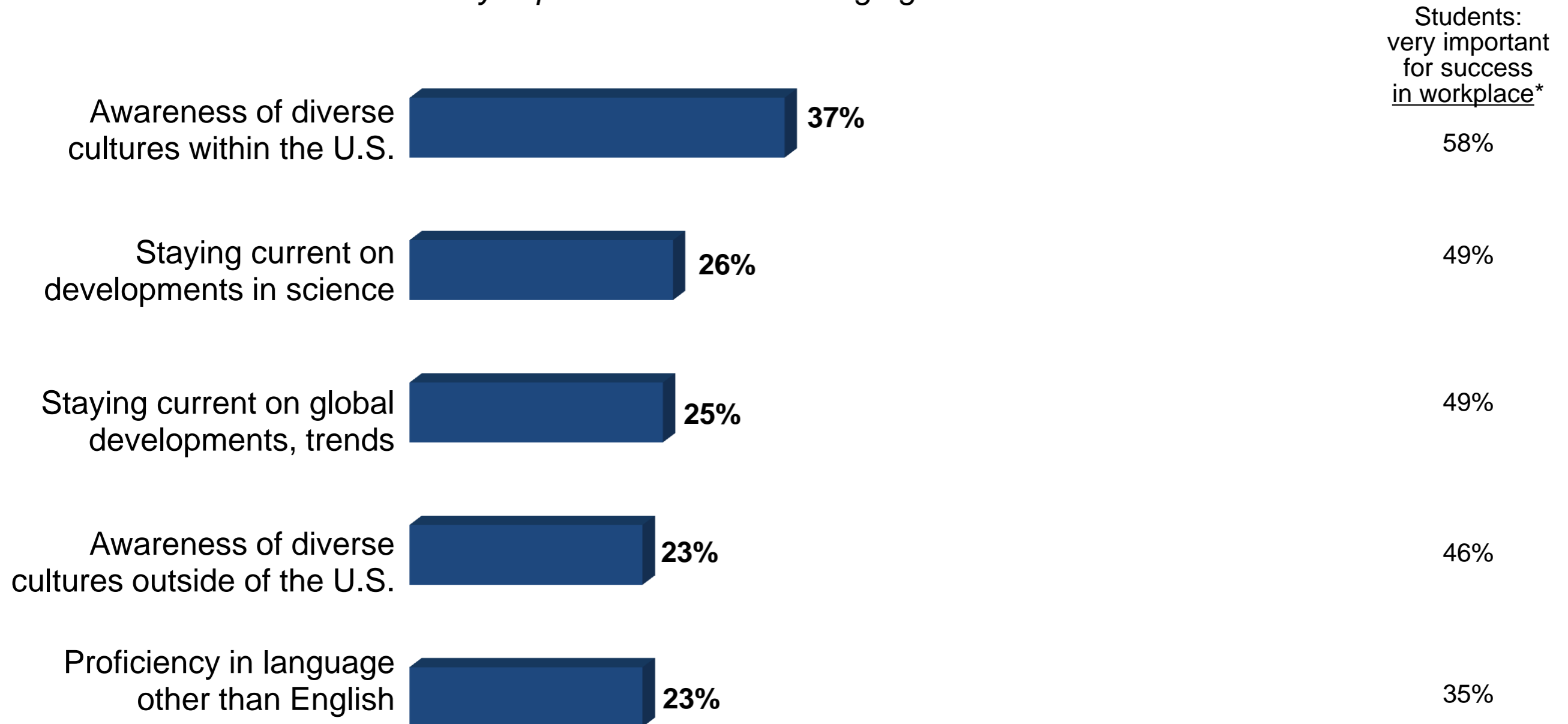
Learning Outcomes that More than Half of Employers Rate as Very Important

*Proportions of employers rating each skill/knowledge area as very important for recent college graduates to have**



Learning Outcomes that Fewer than Two in Five Employers Rate as Very Important

*Proportions of employers rating each skill/knowledge area as very important for recent college graduates to have**



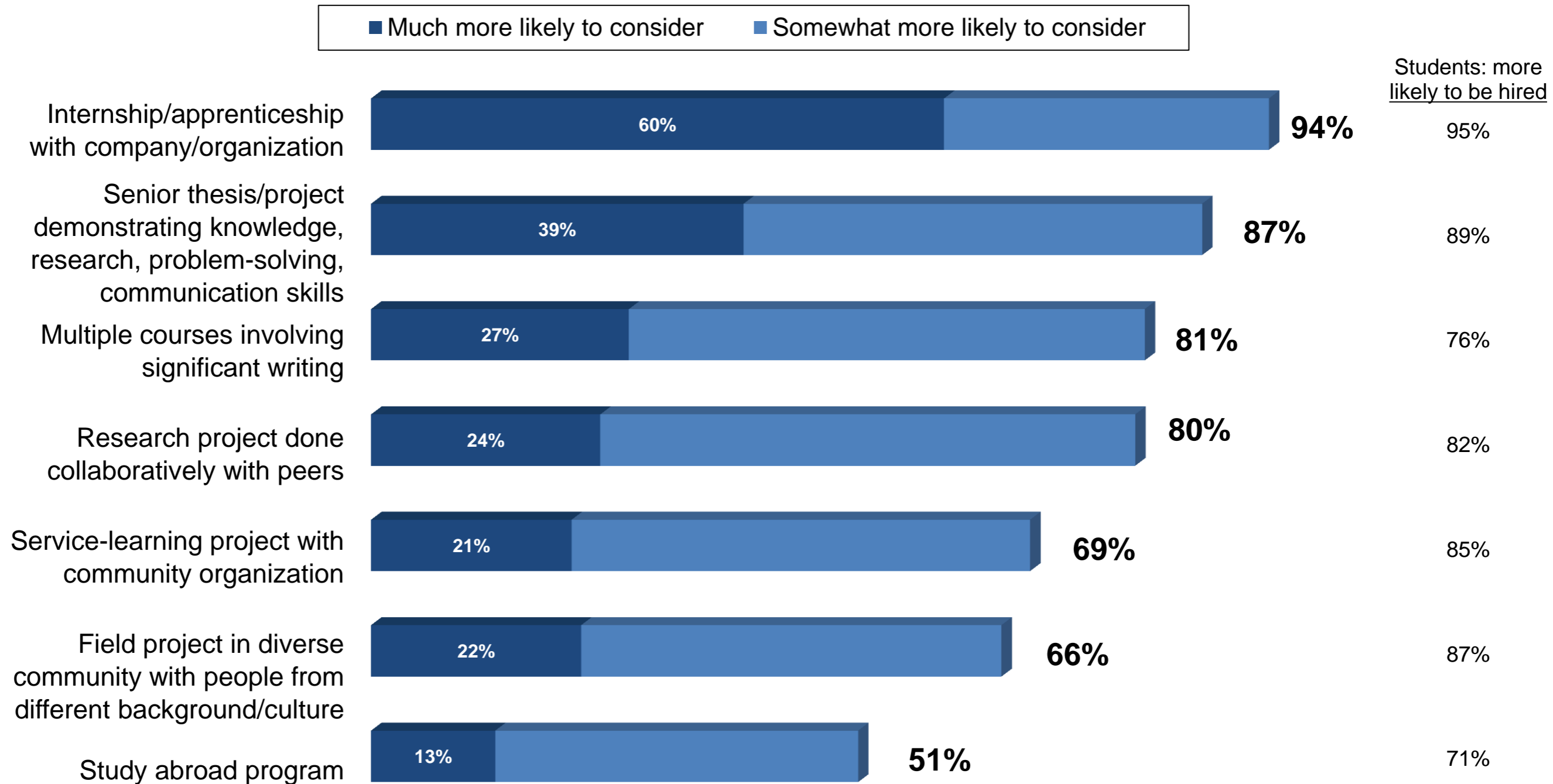
*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

Employers perceive great value in students' completing applied learning projects, but see room to improve college students' preparedness to complete applied learning projects.

- 88% think that it is important for colleges to ensure that ALL students are prepared with the skills/knowledge needed to complete a significant applied learning project.
 - ➔ BUT just 14% of employers think that most college students are prepared with the skills/knowledge needed to complete a significant applied learning project.
- 80% say that it is very important for recent graduates to demonstrate the ability to apply learning in real-world settings.
 - ➔ BUT only 23% of employers think that recent college graduates are very well prepared to apply knowledge and skills in real-world settings.
- 60% believe that ALL college students should be expected to complete a significant applied learning project before graduating.

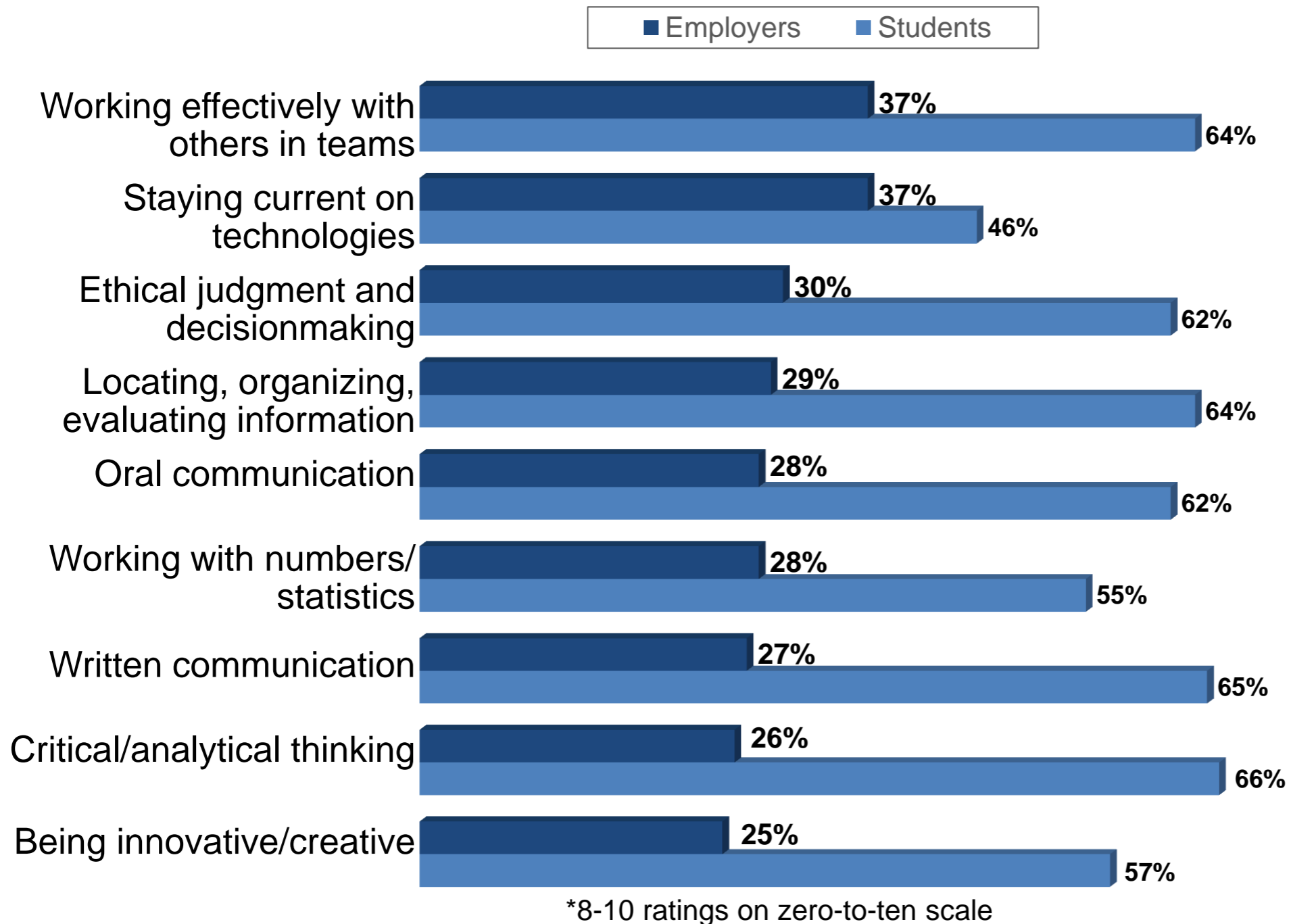
Employers say they are more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience.¹²

How much more likely is your company to consider hiring recent college graduates if they have had this experience?



Employers give college graduates lower scores for preparedness across learning outcomes than current students give themselves.

*Proportions who believe they/recent college graduates are well prepared in each area**



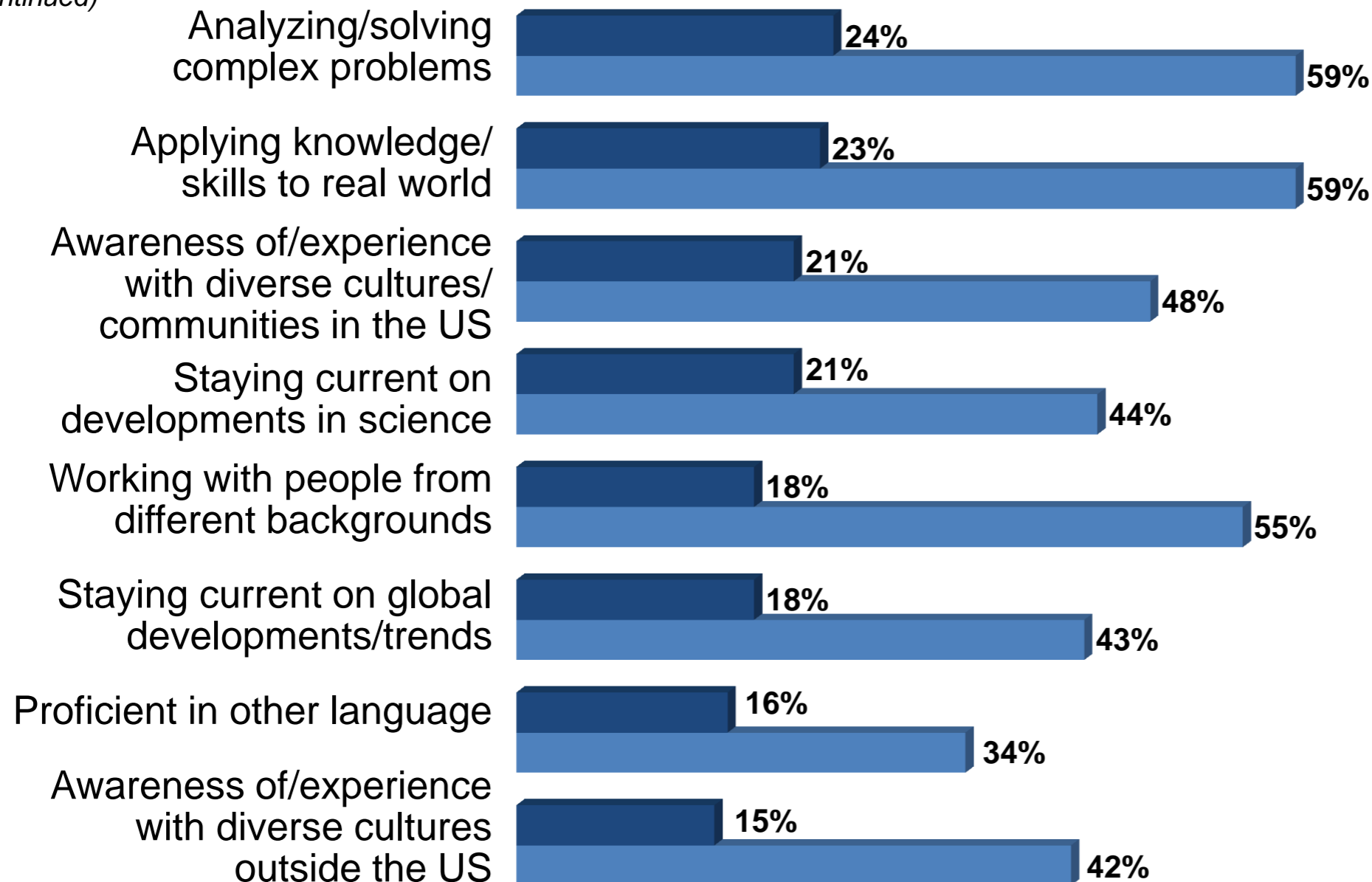
(continued)

Employers give college graduates lower scores for preparedness across learning outcomes than current students give themselves.

*Proportions who believe they/recent college graduates are well prepared in each area**

■ Employers ■ Students

(continued)



*8-10 ratings on zero-to-ten scale

Most employers say they would find e-portfolios useful.

Employers: How useful do you find/would you find this in helping you evaluate job applicants'/recent college graduates' potential to succeed at your company?

College transcript



Very/fairly useful

Electronic portfolio of student work summarizing and demonstrating accomplishments in key skill and knowledge areas



Very/fairly useful

From Creation to Capture: Assessment that Matters: Articulating Outcomes to Gauge Improvement

• **VALUE [Valid Assessment of Learning in Undergraduate Assessment] Project** (www.aacu.org/value)

–16 national rubrics

–Created to:

- Develop shared understanding of common learning outcomes
- Improve direct assessment of student learning (in text and non-text formats)
- Encourage transparency and student self-evaluation of learning

•Rubric Development & Use

○ National Advisory Panel (12 people)

○ 16 Inter-disc/Inter-institutional teams of faculty/scholars (Over 120)

○ Reviewed existing rubrics to develop broad agreement on dimensions of outcomes

○ Tested in 2-4 waves on over 100 campuses

○ National reliability study

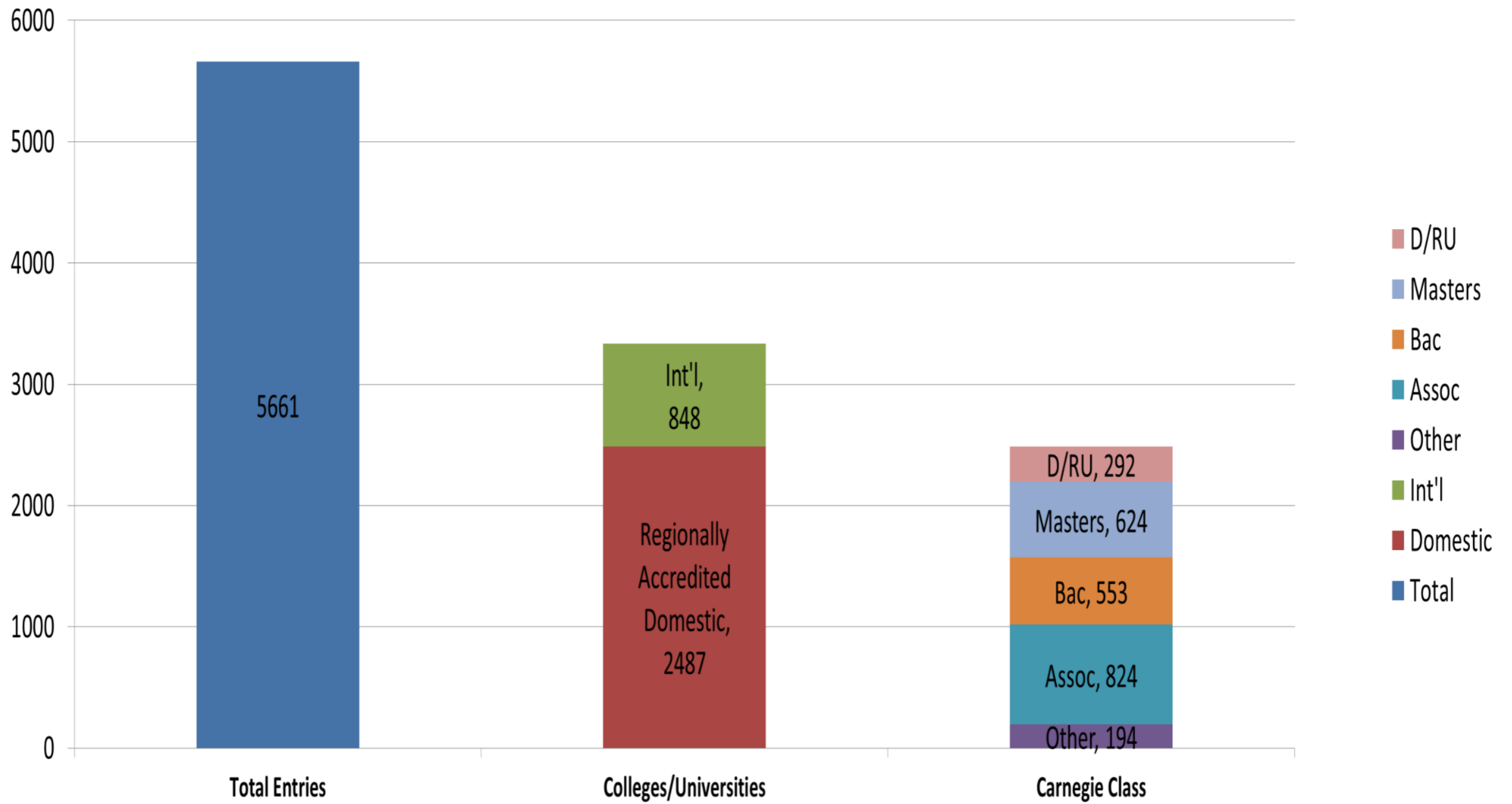
○ As of Sept. 2014 accessed by over 5661 institutions/organizations, 32,729 individuals

○ Domestic & international, K-12, state university systems

○ Consortia: RAILS, Connect2Learning, South Metropolitan Higher Education Consortium, Multi-State Collaborative for Learning Outcomes Assessment

○ Approved for use in Voluntary System of Accountability (VSA)

Types of Institutions Accessing Rubrics



List of VALUE Rubrics

- **Knowledge of Human Cultures & the Physical & Natural Worlds**
 - Content Areas → No Rubrics
- **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
 - Global learning
- **Integrative & Applied Learning**
 - Integrative & Applied Learning

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact valu@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

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, unscripted 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 deepened 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.

- ① Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- ① Content: The information conveyed in the work samples or collections of work.
- ① 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.
- ① 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.).
- ① Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- ① 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 eportfolio.
- ① 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.
- ① Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- ① 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

Criteria

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aaau.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 convey meaning , making clear the interdependence of language and meaning, thought, and action.	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 and possibly makes plans based on past experiences that have occurred across multiple 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.

Levels

Performance Descriptors

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

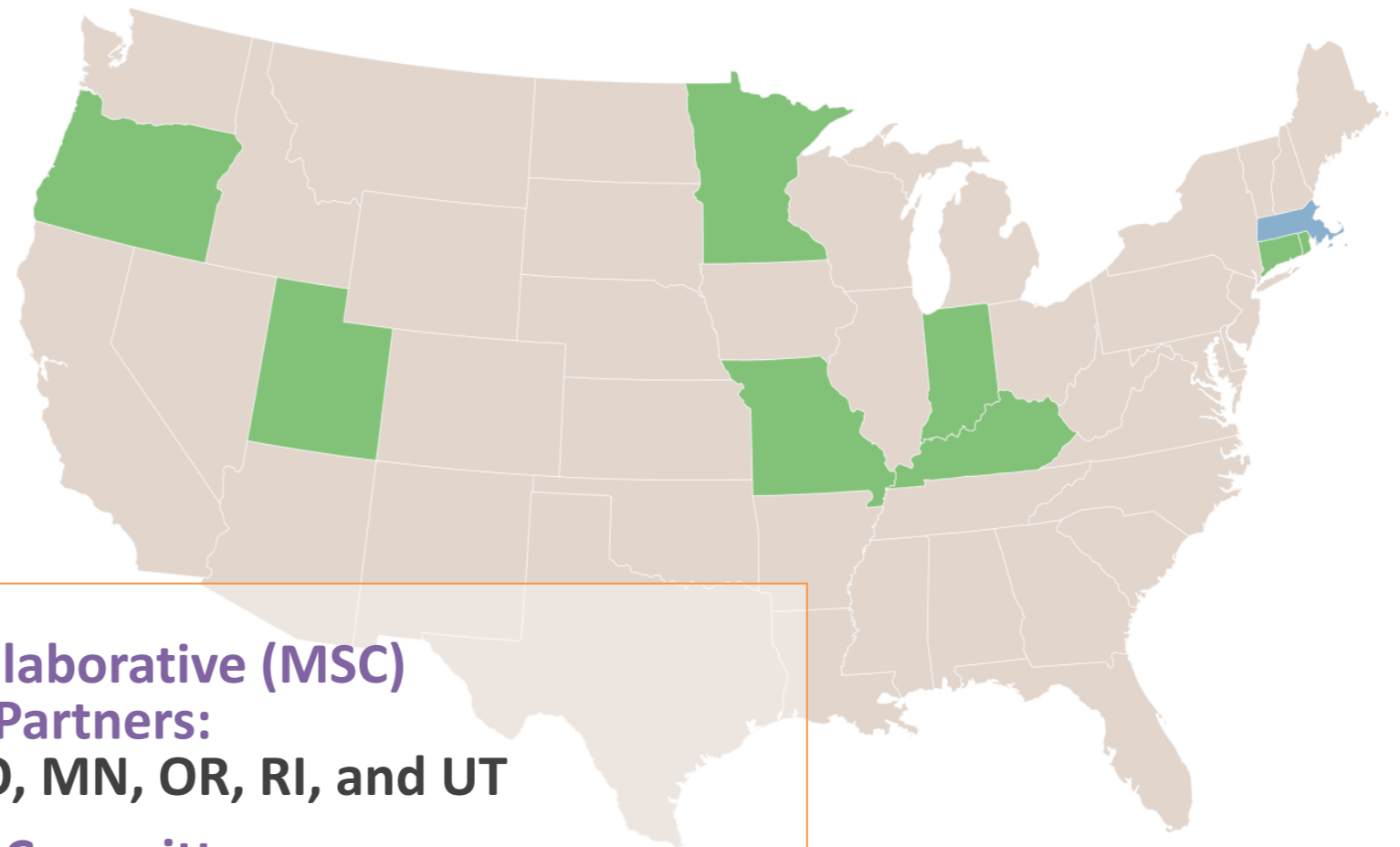
- Rubrics to help **guide** students and faculty
- Places individual **faculty judgment** within national shared experience; national benchmarks
- Encourages **students' best work**, encourages **self-assessment**, and allows for mining of samples for **assessment** purposes
- Allows learning to be seen as **portable**, for **cumulative learning** and assessment, to complement other high-impact practices, e.g. e-portfolios
- Can **build up** from course level to institutional reporting needs **AND** down from general to specific program/course context

Quality Assurance Today: Must Account for Vision of Integrative and Problem-Based Learning

- ❖ What students can do with knowledge and experience
- ❖ Portable, significant and connected - ePortfolios
- ❖ Well-structured knowledge (skill and drill), plus ill-structured knowledge (problems, complex, no one answer – identify/define the problem)
- ❖ Hard skills (memorization, calculation) and Soft skills (critical thinking, teamwork, ethics, equity) = Essential skills
- ❖ Learning is social (individuals learn; learning is a shared enterprise)
- ❖ Meaning-making and authorship – signature work (generators of knowledge)
- ❖ Benchmarks (transparency) – local and nationwide

Multistate Collaborative to Advance Learning Outcomes – Taking VALUE to Scale

**Multistate Collaborative
to Advance Learning
Outcomes Assessment**
*9 states + SHEEO +
AAC&U*



Multistate Collaborative (MSC)

State Partners:

CT, IN, KY, MA, MO, MN, OR, RI, and UT

Steering Committee:

Made up of state leads

Pilot Test a multi-state model of outcomes assessment

www.aacu.org/value/msc

www.sheeo.org

<https://sites.google.com/site/MADHESTUDENTLEARNIN>

AAC&U Resources to Help

- *The VALUE Breakthrough: Getting the Assessment of Student Learning in College Right* by Daniel F. Sullivan (2015)
- *Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment* by Terrel Rhodes and Ashley Finley (2013)
- *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics* edited by Terrel Rhodes (2010)

- *The Quality of a College Degree: Toward New Frameworks, Evidence, and Policies* (forthcoming 2015)