

SHOW ME THE LEARNING

VALUE Initiative

Association of American Colleges & Universities

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VALUE

Valid Assessment of Learning in Undergraduate Education

VALUE ADVISORY BOARD

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ELOS BECOME RUBRICS

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving
- Reading
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Integrative learning

RUBRIC PROCESS

- Team of faculty from around the country
 - Subject matter experts, or
 - Assessment experts
- Review rubrics stored at openedpractices.org

opened

- A website open to everyone in higher education
 - Free to join, easy to sign up
 - openedpractices.org
- A library of sorts...a site where a collection of rubrics (and other best practices) can be:
 - Stored
 - Shared
 - Tagged
- Built with open source software to share knowledge and best practices openly

opened

opened practices

A community of practice for teaching and learning with open/community-source tools.

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Welcome

Institutional Profiles

Browse institutions engaged with teaching and learning.

Course Profiles

Browse course profiles at different institutions, including winning entries from the Teaching with Sakai Innovation Award.

Teaching & Learning Practices

Browse teaching and learning practices at different institutions, including courses, portfolios and projects.

Resources for Teaching & Learning

Browse all resources for teaching and learning including assessments, assignments, portfolios, readings, rubrics and syllabi.

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The submission process for the 2009 Teaching with Sakai



Innovation Award is now officially open. Visit the TWSIA tab for more details.



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Home

Resources for Teaching & Learning

Resource Types	Contributors	AAC&U Outcomes
Is One Of <input type="button" value="v"/> OSP Report OSP Style OSP Template OSP Zip Package Reading Rubric Syllabus Website	Is One Of <input type="button" value="v"/> <All> <empty> Alverno College Arizona Department of Education Association of American Colleges & Universities Bowling Green State University California State University, Fresno Claremont Consortium/Claremont graduate University	Is One Of <input type="button" value="v"/> <All> Civic knowledge & engagement (local & global) Creative thinking Critical thinking Ethical reasoning & action Foundations & skills for lifelong learning Information literacy Inquiry & analysis <input type="button" value="Submit"/>

The submission process for the 2009 Teaching with Sakai Innovation Award is now officially open. Visit the TWSIA tab for more details.



Resource	Type	Contributor	AAC&U Outcomes	Popularity	Modified
Rubric for Coding Problem-Solving Analysis Protocol (P-SAP)	Rubric		Problem solving		22 Aug 2008 - 9:22pm
15 Steps to Cultivate Lifelong Learning	Rubric		Foundations & skills for lifelong learning		20 Aug 2008 - 8:43pm
1993/95 Core Outcomes Assessment, College of Arts and Sciences, Santa Clara University	Rubric		Written communication		2 Apr 2008 - 10:03pm
2002 PROVINCIAL LEARNING ASSESSMENT IN CRITICAL AND CREATIVE THINKING	Rubric	Association of American Colleges & Universities	Creative thinking		10 Oct 2008 - 12:49am
A Perspective from Industry on Characteristics of Life Long Learning	Rubric		Foundations & skills for lifelong learning		20 Aug 2008 - 8:46pm



Association of American Colleges and Universities

RUBRIC DEVELOPMENT TEAMS

Agnes Scott College
Alverno College
Association of American College & Universities
Atlantic Cape Community College
Augustana College
Azusa Pacific University and Claremont Graduate University
Bellevue Community College
Bowling Green State University
California State University, Sacramento
Carleton College
Christopher Newport University
College of San Mateo
College of Wooster
Columbia University Teachers College
Community College of Baltimore County
Concordia University, St. Paul
Council for Adult and Experiential Learning
Eastern Michigan University
Georgetown University
Hamline University
Indiana University-Purdue University Indianapolis
Intercultural Communication Institute
International Partnership for Service Learning & Leadership
Kapi'olani Community College
King's College
Longwood University

Maryville College
Meredith College
National Communication Association
North Carolina State University
North Hennepin Community College
Portland State University
Prescott College
Sacred Heart University
St. Olaf College
The Bonner Foundation
United States Air Force Academy
University of Baltimore
University of Colorado, Denver
University of Massachusetts Boston
University of Nebraska–Lincoln
University of North Dakota
University of San Francisco
University of the Pacific
University of Vermont
University of Wisconsin Oshkosh
Washington State University
Wellesley College
Western Oregon University



VALUE PROCESS

- Develop criteria from rubric collection
- Each rubric development team member writes a row of performance descriptors for one criteria
- Draft rubric then discussed and debated, edited and transformed
- Testing and feedback

VALUE LEADERSHIP CAMPUSES

1. Alverno College
2. Bowling Green State University
3. City University of New York LaGuardia Community College
4. College of San Mateo
5. George Mason University
6. Kapi'olani Community College
7. Portland State University
8. Rose-Hulman Institute of Technology
9. San Francisco State University
10. Spelman College
11. St. Olaf College
12. University of Michigan

VALUE PARTNER CAMPUSES

Augustana College
California State University, Long Beach
Clemson University
College of Wooster
DePaul University
Jackson State University
James Madison University
King's College
Lorain County Community College
Lourdes College
Minnesota State Colleges & Universities
Morehead State University
North Central College
Northwest Technical College
Oregon Institute of Technology
Pepperdine University
Prescott College
Queensborough Community College

South Central College
Southern Oregon University
Temple University
University of Central Oklahoma
University of Central Florida
University of Delaware
University of Idaho
University of Kansas
University of Michigan Flint
University of Minnesota Duluth
University of North Carolina at Fayetteville
University of North Carolina at Wilmington
University of the Pacific
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
W2eP (Web 2.0 Eportfolios)
West Liberty State College
Youngstown State University



VALUE PROCESS

- Revision of rubrics based on feedback
- Repeated testing and revision

NEXT STEPS FOR VALUE

- VALUE in the Disciplines being submitted for funding
- Open to feedback on the rubric
- VALUE Publications coming in January 2010
- Electronic portfolios Symposium in January 2010

PORTFOLIOS FOR PROGRAM ASSESSMENT

Wende Morgaine, MST (wendemm@gmail.com) VALUE
Initiative Manager, Association of American Colleges &
Universities
Faculty, Portland State University



BACKGROUND ON THE UNIVERSITY

Portland State University

- Founded in 1946
- Oregon's largest, most diverse, and only urban public university
- Serves over 24,000 students
- Over 1000 faculty

BACKGROUND ON THE PROGRAM

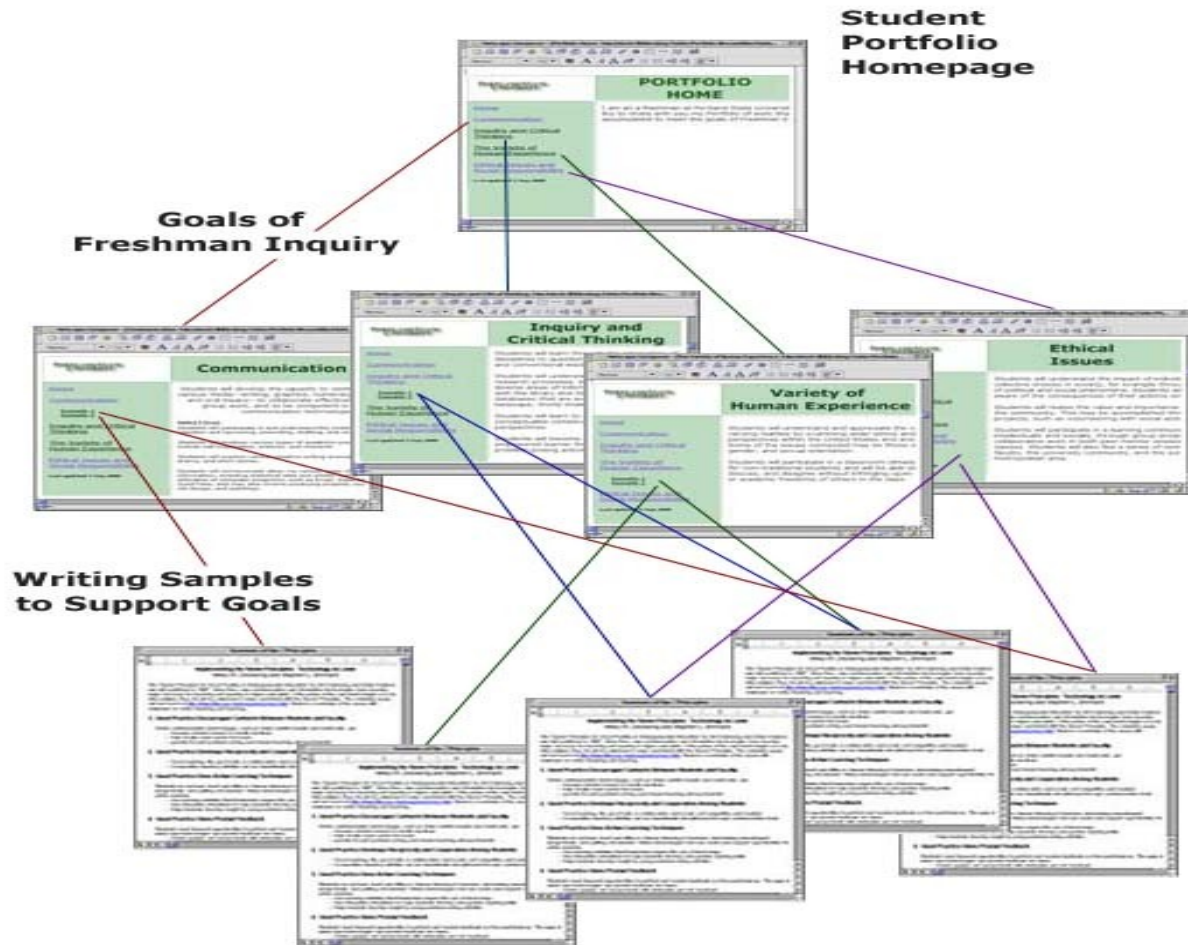
University Studies (UNST)

- In 1994, Portland State University adopted a general education program, University Studies, which provides students with a coherent and cohesive program of integrated learning experiences
- The ultimate goal of University Studies is to facilitate the acquisition of the knowledge, abilities, and attitudes that will form a foundation for lifelong learning among its graduates
- This foundation includes the capacity to engage in inquiry and critical thinking, to use various forms of communication for learning and expression, to gain an awareness of the broader human experience and its environment, and appreciate the responsibilities of persons to themselves, to each other, and to community

PORTFOLIO ASSIGNMENT

- Developed by a team of UNST faculty
- Centered around the 4 goals of UNST
 - Inquiry and Critical Thinking
 - Communication
 - Diversity of Human Experience
 - Ethics and Social Responsibility
- General Reflection essay
- Reflection on each goal
- Students provide evidence of achievement in the goal area

THE PORTFOLIO



LOCAL RUBRIC DEVELOPMENT

- Developed by a team of UNST faculty
- Writing (part of Communication goal)
- Quantitative Literacy (part of Communication goal)
- Ethics & Social Responsibility
- Diversity of Human Experience
- Critical Thinking
- All Rubrics—6 point scale

THE SAMPLE

- Only portfolios with signed permission waivers are used
- Of those portfolios, the remaining portfolios are separated by course theme (all courses have an interdisciplinary themes and there are 7 themes
http://pdx.edu/unst/frinq_courses.html)
- Portfolios are then given numbers, and using a random number generator, the first 30 in each theme are selected for review

WHO, WHEN, WHERE

- Faculty from across the campus are hired to review portfolios. Each faculty member reviews portfolios for at least one day and is paid \$175 per day
- Continental breakfast and lunch are provided each day
- The review of portfolios takes place during the first week of summer term
- The review of portfolios takes place in the UNST wing of a main campus building. This wing is equipped with two large classrooms as well as three small computer labs
- The large classrooms are used for calibration sessions
- The small computer labs are used for actual electronic portfolio review

PROCEDURE

- Freshman Inquiry Rubrics
 - Locally developed six point rubrics for 5 areas
 - Average freshman would be expected to score at Levels 2- 3
 - Portfolio review process
 - Norming/calibration
 - 2 raters for each assignment
 - 3rd rater if scores do not match
 - Notation of type of assignment used to demonstrate goal proficiency

FUNDING

- Grant funding for the first three years
- Regular budget funding from then on

CLOSING THE FEEDBACK LOOP

- Data from eportfolio review is shared with faculty teams
- Teams are asked to discuss the results and determine what, if any, changes will be made in the curriculum
- Reports are sent back to the program administration
- Each year, program assessment committee studies annual assessment results and creates a new plan based on current results

VALUE & STRATEGIC ASSESSMENT

Moving from “Doing” to “Using”

- What keeps the feedback loop from closing:
 - 1) Campus silos obscure type and amount of data being collected
 - Little understanding of where data is housed and it’s connection to departmental or institutional goals
 - 2) Silo-ed data = silo-ed outcomes
 - Assessment is used to address institutional “issues” and put away
 - 3) Assessment is reactive rather than proactive
 - Ad hoc analyses obscure learning outcomes

VALUE & STRATEGIC ASSESSMENT

- VALUE-ing Useful Assessment
 - Assessment should have a common language
 - Learning outcomes need to be defined, articulated, and accessible
 - Meaningful assessment = Understanding the meaning of the institution
 - Learning outcomes should be reflective of, guided by, and applicable to the institutional mission and culture
 - Building a culture of assessment may mean never using that word

VALUE & STRATEGIC ASSESSMENT

- Use assessment to build communication (and scalability)
 - Recruit stakeholders but don't go for “buy-in”
 - Stakeholders have different stakes in assessment
 - Those who are directly involved in implementation & operations
 - Those who are served or affected
 - Those who are key decision-makers

VALUE & STRATEGIC ASSESSMENT

- Assessment should be flexible enough to capture learning
 - Allow for standards without standardization
 - Learning across multiple levels of engagement
 - Example: Eportfolio format

FEEDBACK

Comments?

Suggestions?

Questions?

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