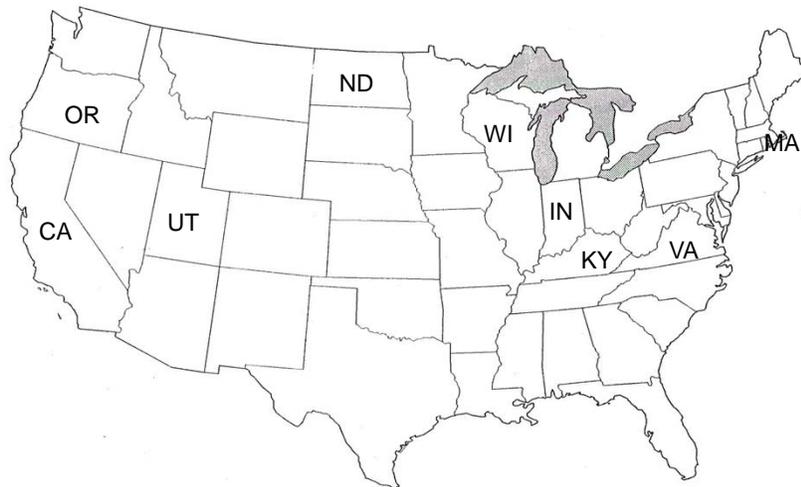


# Student Transfer of Learning: Collaboration for Quality

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Indianapolis, Indiana



United States



# Quality Collaborative Campuses

## Quality Collaboratives Institutions

California State University, Northridge  
Pierce College  
Indiana University-Purdue University Indianapolis  
Ivy Tech Community College of Indiana  
University of Louisville  
Elizabethtown Community and Technical College  
Fitchburg State University  
Mount Wachusett Community College  
University of Massachusetts Lowell  
Middlesex Community College

University of Utah  
Salt Lake Community College  
University of Wisconsin-Parkside  
University of Wisconsin-Waukesha  
University of Wisconsin-Oshkosh  
University of Wisconsin-Fox Valley  
James Madison University  
Blue Ridge Community College  
Virginia Commonwealth University  
I. Sargeant Reynolds Community College

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

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## ***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**

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## ***Organization of the Degree Profile***

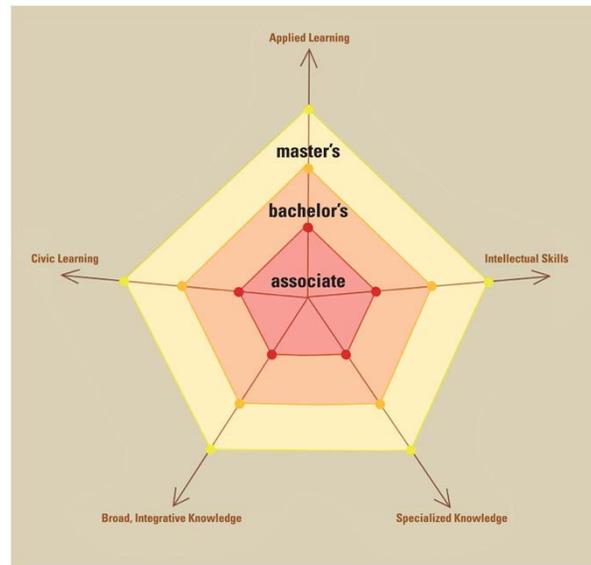
**Five areas of learning**

- **Specialized knowledge**
- **Broad, integrative knowledge**
- **Intellectual Skills**
- **Applied Learning**
- **Civic Learning**

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## 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***

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*The Essential Learning Outcomes*

degree profile

**Tuning**  
Tuning Educational Structures USA

**VALUE**  
Valid Assessment of Learning in Undergraduate Education

**Quality Collaboratives**

Thanks Dan McInerney – Utah State

### How do the initiatives fit together?

- What should post-secondary education aim to achieve?
- What qualities should *students* develop in post-secondary education?
- What qualities do educators develop at different *degree levels*?
- What should students' *majors* aim to achieve – overall and at different degree levels?
- What is one way of determining if we are *achieving our goals*?
- What can we do to *facilitate transfer and mobility*?

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# What are Institutions Doing?

- Middlesex Community College and UMass Lowell – map ISLOs to DQP – focus QL – embed in courses – 200 and 400 level courses – cross-campus faculty conversations/meetings in psych, cj, business, biology
- Mt. Wachusett CC and Fitchburg State University – working in disciplines (Tuning “light”) – QL focus – faculty development – scoring student work/rubrics/norming process key to success

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## Practical Use – cont.

- CSU Northridge and Pierce CC – 6 Pathways, built on existing courses – the Golden Four LOs – scaffolded for transfer – assess pathway std. and non
- IUPUI and Ivy Tech – writing and engineering - dynamic criterion mapping – faculty engagement – Passport Office for transfer – state mandated GE based on outcomes (Los)
- U of Louisville and Elizabethtown Community and Technical College – Tuning (biology) – alignment multiple-choice test – mapped DQP/ELOs/ILOs – organized faculty learning communities statewide – discipline connect to GE

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## Practical Use – cont.

- Wisconsin Oshkosh and Fox Valley – civic engagement – new GE – Fox Valley Quest preparation – signature assignments
- Salt Lake Community College and Utah State – business – mapped ISLOs – e-portfolios at SLCC – levels of performance
- JMU and Blue Ridge CC – discovered collaborative assessment and collective responsibility – state approval to share – DQP help move to mezzanine level from the ground level – summer workshops and from single course to program focus
- VCU and J. Sargent Reynolds CC – collaborative meetings – looking for simple pieces – DQP helped see the broader context and programmatic importance – survey faculty

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## Thoughts about the Response of Students

1. Students seem to see the pathway as less daunting than a minor while allowing them to explore a theme in greater depth.
2. The Pathway themes offer an intellectual interest that students can take with them into the rest of the curriculum and continue to explore after graduation.
3. The first two years of college are especially critical in helping students make the transition to both college-level work and to adult responsibility for their own learning. In those years, it is important to build coherence and connections across subject matter, methods of inquiry and people with different interests and experiences and to learn how to construct one's own knowledge in a community of learners.
4. Freshmen are looking for a connection. They often feel overwhelmed. Emotional connections to fellow students and to instructors can help students find their way and their place in the university.

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***Across All These Areas and  
Levels***

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

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***In Tackling Underachievement,  
Intentionality is Central and  
Students' Engaged Practice is  
the Key to Developing and  
Demonstrating Essential  
Learning Outcomes and Degree  
Profile Competencies***

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