Student Transfer of Learning: Collaboration for Quality

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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
L. Sarevant Reynolds Community College

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

Organization of the Degree Profile

Five areas of learning

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

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
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

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.
Across All These Areas and Levels

Students’ Actual Work Becomes the Focus of Educational Attention

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