



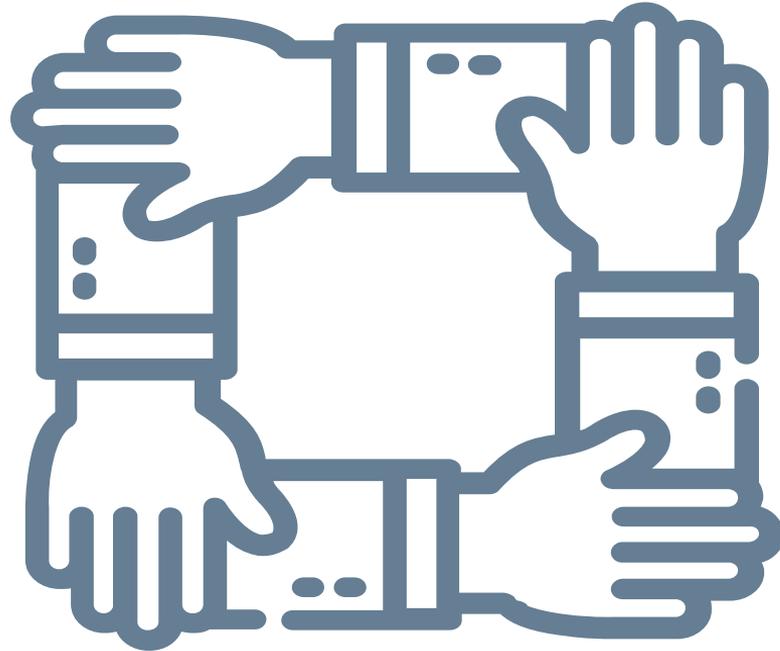
VALUE & Pathways: Sense-Making, Scaling, and the Path Ahead

**Kate Drezek McConnell, AAC&U
Executive Director, VALUE**

TODAY'S CONVERSATION

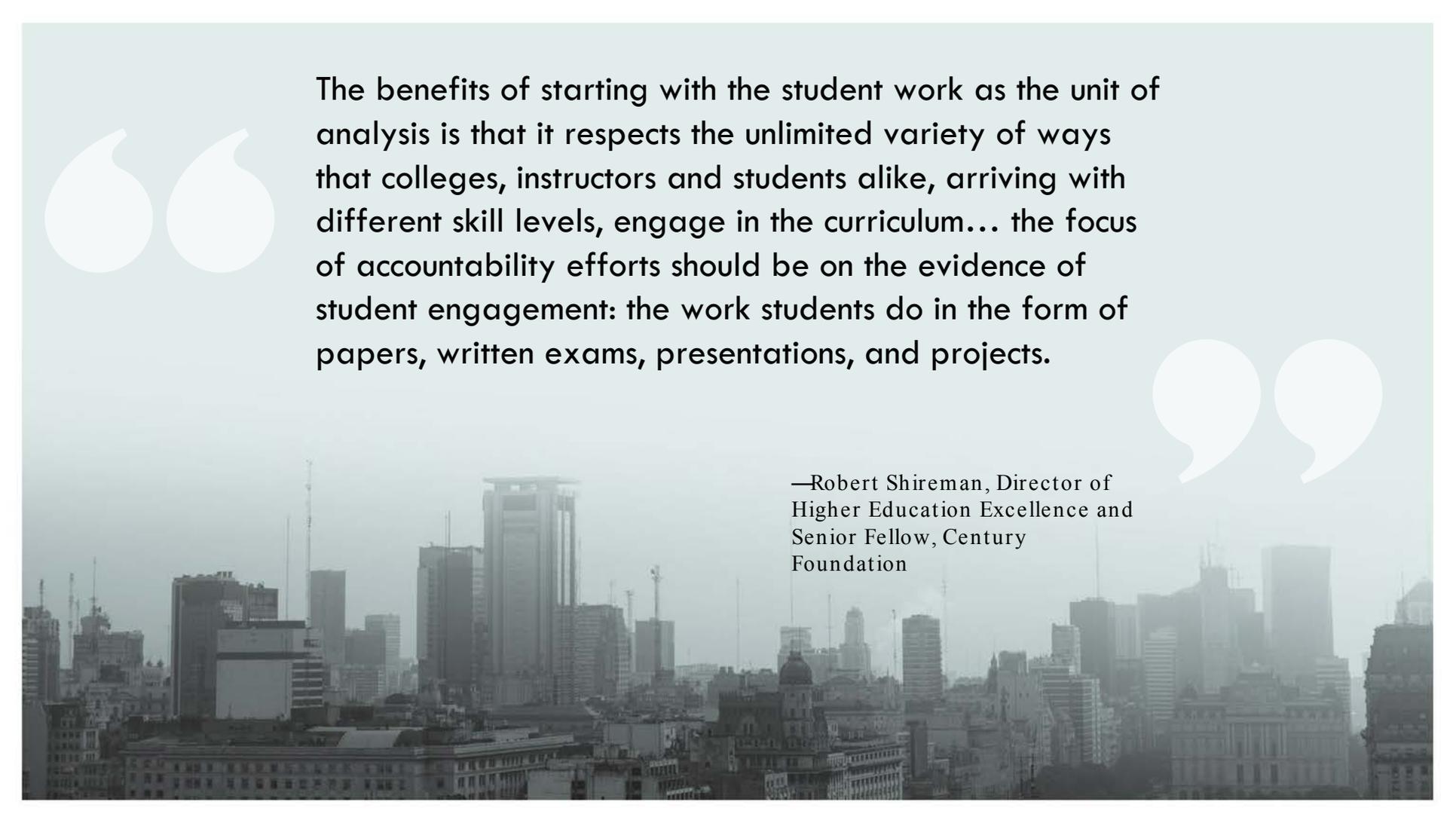
1. **Revisiting VALUE – What you did, why you did it, and how it fits with Pathways**
2. **Orientation to your report bundle**
3. **Making meaning of your results**
4. **What now?**
5. **Beyond Pathways – the emerging Landscape of Learning**
 - **Results and trends**
 - **By institutional characteristics**
 - **By demographics**
 - **By assignment characteristics**

VALUE & Pathways



What were we trying to do?

- Explicitly “connect the dots” between teaching & learning in Guided Pathways/HIPs and assessment
- Gain practice with the PROCESS of VALUE-based assessment through the VALUE Institute
- Engage – for some of us for the first time – in authentic assessment based on actual student work



The benefits of starting with the student work as the unit of analysis is that it respects the unlimited variety of ways that colleges, instructors and students alike, arriving with different skill levels, engage in the curriculum... the focus of accountability efforts should be on the evidence of student engagement: the work students do in the form of papers, written exams, presentations, and projects.

—Robert Shireman, Director of
Higher Education Excellence and
Senior Fellow, Century
Foundation



Believe student work is representation of student motivated learning



Focus on what student can do in terms of key dimensions of learning outcomes



Faculty and expert judgment matter



Results are useful and actionable



Designed to be used to raise up – not wash out
– diversity on our own campuses

VALUE Assumptions

A walk down memory lane...

Are You VALUE-Ready?

Prepping for Participation in the
VALUE Institute

Educating For Democracy



November 2019

WHAT IS THE VALUE INSTITUTE



Resources to document, report, and use learning outcomes evidence to improve success in college.



Utilizes VALUE approach to assessment by collecting and uploading samples of student work to a digital repository and have the work scored by certified VALUE institute scorers for external validation of local learning assessment.



Participants receive data and reports from the tested VALUE nationwide database for benchmarking student learning.

What did you have to do?

- For each learning outcome selected, 100 artifacts can be scored
- Demographic information about the students and some information about the assignment/course/source of the work is also collected
- These data are combined for scoring and data analysis reporting
- The results are provided back to the submitting participant in reports and a database

What did this entail on your campus?

- Engage in conversation with faculty about the espoused goals and outcomes of the Guided Pathway
- Be more explicit about the connections between our expectations for students and our actual pedagogical practice
- Partner with Institutional Research, the Registrar's Office, and/or other "keepers" of institutional data
- Interrogate issues of assignment align and even assignment (re)design
- Really dig into data to understand patterns of learning and student success across student populations

This is important to remember as we talk VALUE results – process matters just as much as the scores the first time through

Other things to keep in mind...

Methods

Pedagogy

More stringent
assignment design
rules

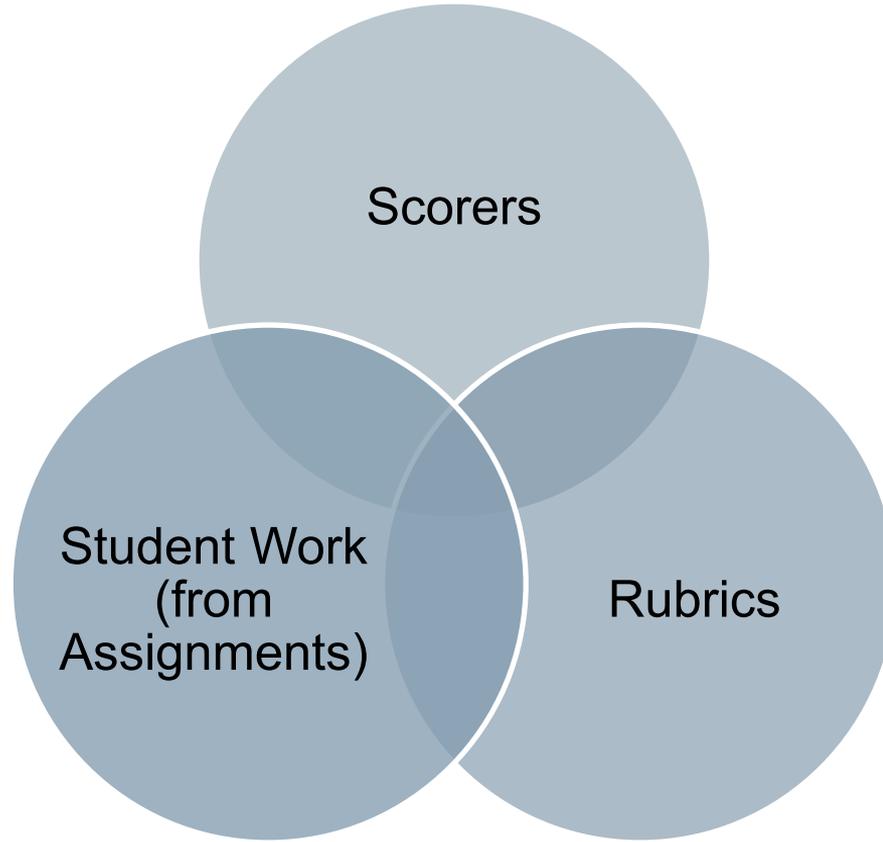
"Machine" scoring

Faculty
autonomy/academic
freedom

Curricular Alignment

Developmental
Opportunities





Scorers

Student Work
(from
Assignments)

Rubrics

Your report “bundle”

- Your own dataset, combining the metadata you provided, the “raw” individual scores, and the overall average scores
- Codebook
- Tabular results
- Narrative to help you make sense of the data, others make sense (e.g., something that can “stand” on its own by way of explanation for others not involved in the project)

Administration Summary

From Your Sampling Plan

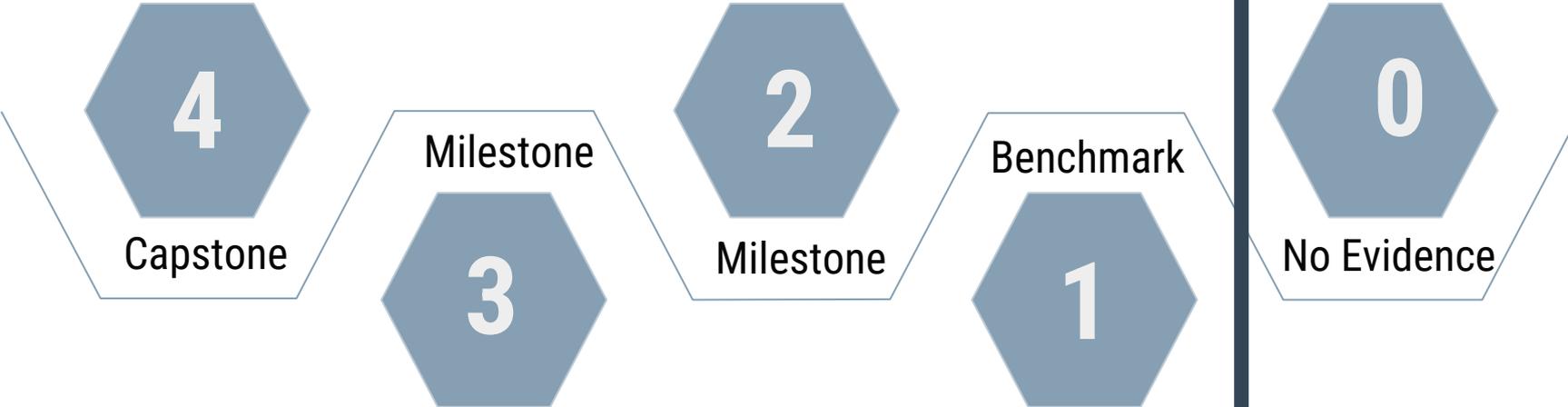
Your Outcome: **Written Communication**

Your Goal(s) in Using the VALUE Institute (from your sampling plan):

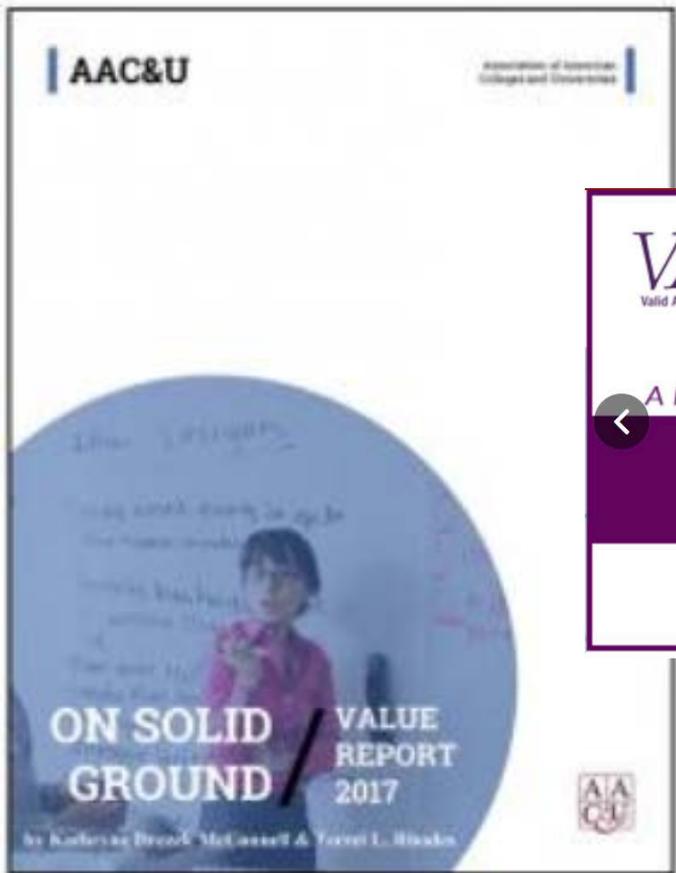
"Goal 1, etc. Goal 2, etc...."

100	Artifacts Submitted
10	Assignments
Student	Sampling Method
Simple	Method for Drawing a Random Sample
Targeted	Overall Purpose for Assessment

ABOUT THE DATA: VALUE RUBRIC SCALE



	Capstone		Milestones				Benchmark		Total with Evidence		No Evidence	
	4		3		2		1		(4, 3, 2, 1)		0	
	<i>count</i>	%	<i>count</i>	%	<i>count</i>	%	<i>count</i>	%	<i>count</i>	%	<i>count</i>	%
Context of and Purpose for Writing	57	57%	26	26%	14	14%	3	3%	100	100%	0	0%
Content Development	26	27%	52	55%	16	17%	1	1%	95	95%	5	5%
Genre and Disciplinary Conventions	27	28%	53	55%	17	18%	0	0%	97	97%	3	3%
Sources and Evidence	19	29%	14	21%	25	38%	8	12%	66	66%	34	34%
Control of Syntax and Mechanics	24	24%	60	60%	16	16%	0	0%	100	100%	0	0%



The banner features a background of colorful, semi-transparent squares in shades of yellow, green, and blue. On the right side, there is a photograph of two young women sitting at a table, engaged in conversation. The text 'VALUE@10' is prominently displayed in a large, serif font, with a blue '@10' symbol. Below it, the subtitle 'Valid Assessment of Learning in Undergraduate Education' is written in a smaller, sans-serif font. Underneath the subtitle, the text 'A New AAC&U Publication' is centered. A dark purple horizontal bar spans the width of the banner, containing the main headline 'WE HAVE A RUBRIC FOR THAT' in white, bold, uppercase letters, followed by the subtitle 'The Value Approach to Assessment' in a smaller, white, sans-serif font. Below the purple bar, the authors' names 'Kathryne Drezek McConnell, Erin M. Horan, Bethany Zimmerman, and Terrel L. Rhodes' are listed in a small, black, sans-serif font. Navigation arrows (left and right) are located on the left and right sides of the banner, respectively.

VALUE@10

Valid Assessment of Learning in Undergraduate Education

A New AAC&U Publication

WE HAVE A RUBRIC FOR THAT
The Value Approach to Assessment

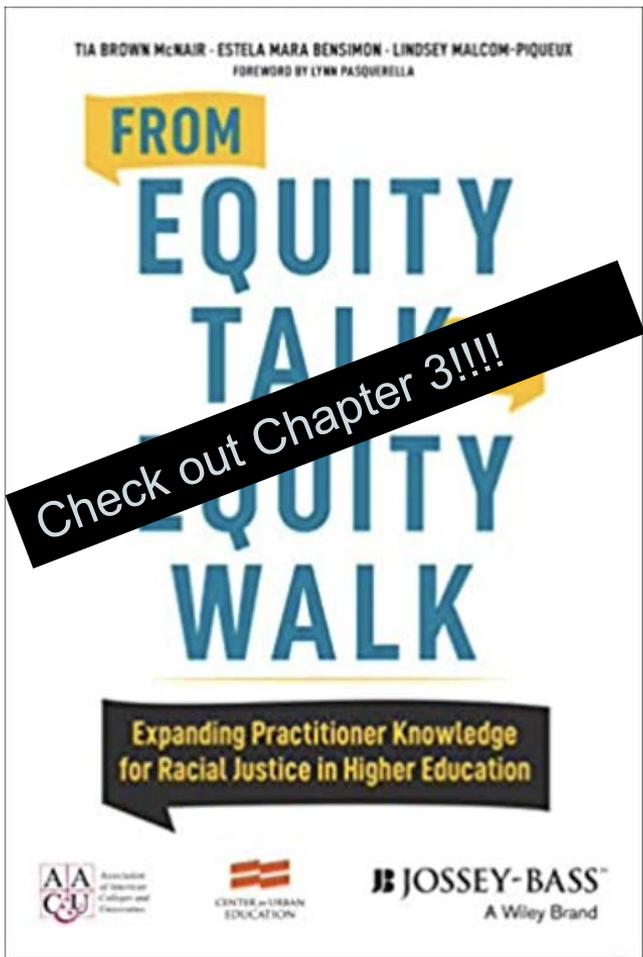
Kathryne Drezek McConnell, Erin M. Horan, Bethany Zimmerman, and Terrel L. Rhodes

General Reflection

- As you examined your results, did you see anything you expected? Anything that was surprising?
- What implications do these results have for your program? Your institution?
 - Resource implications?
 - Policy implications?
 - Implications for assignment design?
 - Implications for teaching?
 - Implications for future assessment design?
- If you sampled students who are earlier in their college career (less than 75% of credits completed)—what do your results tell you about what your students have learned so far? What they still need to learn? Where they need to improve?
- If you sampled students who are later in their college career (more than 75% of credits completed), what do your results tell you about the overall learning experience at your institution? Is there one particular area that students excelled in? Is there one particular area that students fell short in?

Demographics and Equity Implications

- If you provided demographic data, first compare your VALUE Institute sample to your overall institutional demographics. Is your sample representative? If not, how does your sample differ from your overall population of students?
- Now take a look at your results broken out by demographic characteristics. Do you notice any disparities or patterns across groups?
 - Sex
 - Race/ethnicity?
 - Pell eligibility?
- If you noticed any gaps across demographic groups, were these surprising to you? Have you seen any other evidence on your campus that might also suggest there are equity gaps among various groups of students?
- Consider the implications of any equity gaps across demographic groups—what do these mean for learning on your campus? For teaching (e.g., assignment design)? For how teaching and learning environments are organized (e.g. participation in high impact practices, advanced levels of work)?



[Home](#) > [Blog](#)

Liberal Education **BLOG**

Reimagining How We Define Equity Gaps:
Decentering Whiteness and Privilege



Mar 11, 2021 | [Tia Brown McNair](#)

Sharing Your Results

- Who needs to see your VALUE Institute results? Examples of stakeholder groups you might need to share these results with include:
 - Provosts
 - Deans
 - Assessment committee
 - Faculty whose assignments were sampled
 - Faculty senate or other governing body
 - Curriculum committee in a department or general education program
 - Students
- How are you planning to share your results with each of those groups?
- Are there particular data points that are more salient for one group vs. another?
- Do you need to display the results in different ways for each group?

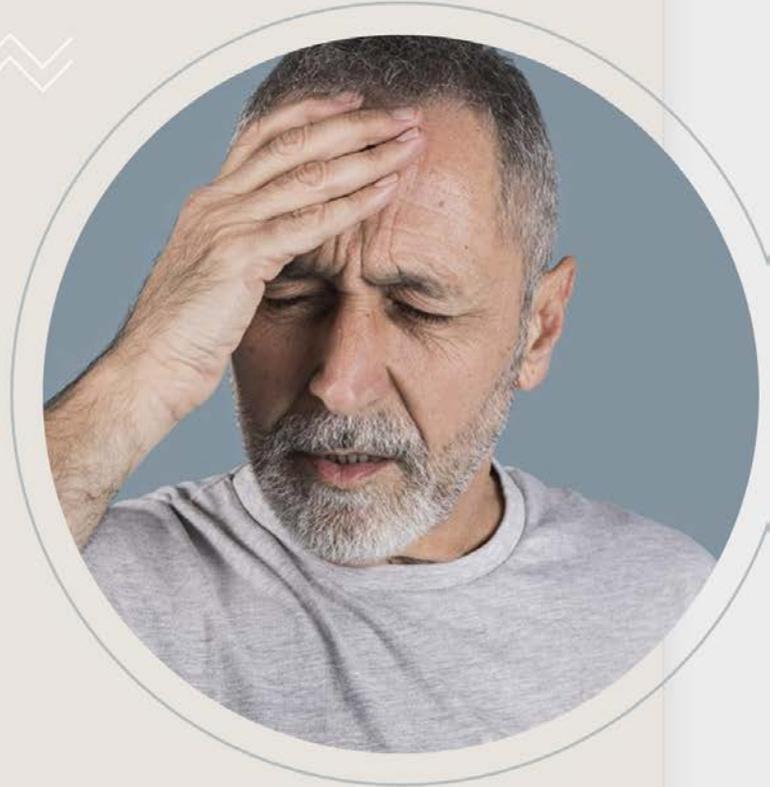
What should you keep in mind as you review your results?

- Remember the project's focus on process, and give grace to yourselves/your colleagues/your students if initially the results are not what you had hoped they would be
- Collaboratively engage in the sense-making - invite others to the table – including your students!
- Focus on identifying strategies for addressing the findings, both from a data perspective as well as a pedagogical perspective

Clear, Simple, & Wrong:

How to Avoid Fooling Ourselves with
Data

David A. Eubanks, Furman University
Kate McConnell, AAC&U



What are the problems we are trying to solve?



What “counts” as evidence of learning?



How do we measure it without abandoning nuance and complexity?



How does this fit into the larger assessment & accountability ecosystem?

Lessons Learned

1

Data

We need a lot of it for analyses

2

Move beyond the mean

Raw averages can be deceptive

3

New models, more explanatory variables

Time, GPA, demographics, assignment difficulty, etc.

**And nuance. Build it into your model,
hold it in your thinking**

IT'S THE ASSIGNMENTS—

A Ubiquitous
and Inexpensive
Strategy

to Significantly Improve
Higher-Order Learning

By Daniel F. Sullivan
and Kate Drezek McConnell

There is now a rich research literature documenting the positive and lasting impact of “high-impact educational practices” (HIPs) on undergraduate student learning and success, from improved retention and graduation to students’ sense of belonging and engagement, in all kinds of undergraduate settings (e.g., Kuh, 2008; Kuh, O’Donnell, & Reed, 2013; Kuh, O’Donnell, & Schneider, 2017). Unfortunately, the quality of the implementation of HIPs has limited their impact, and too few students are able to take advantage of them (Kuh, O’Donnell, & Reed, 2013, pp. 7–8, pp. 3–5).

In addition, disadvantaged students who stand to benefit the most from HIPs gain access to them least often (Kuh, 2008, p. 17; Finley & McNair, 2013). In response, faculty and campus leaders have sought to find ways to embed aspects of HIPs in existing classes and labs (Kuh, O’Donnell, & Reed, 2013, 10) to both lower their cost and expand their reach (Kuh, O’Donnell, & Reed, 2013); there are increasing examples of success in that effort.

That said, simply labeling a practice “high-impact” does not make it so. As part of this work, Kuh and his colleagues delineated eight characteristics of quality high impact practices (Kuh, O’Donnell, & Reed, 2013). Several of these

**Assignment design matters, even
in (especially!!!!) in HIPs!**

Must Read:
Jan/Feb 2018
Change Magazine

What Makes a Senior Thesis Good?

By Carol Trosset and Steven Weisler

In Short

- Two hundred thirteen students at seven liberal arts colleges wrote senior theses, completed a survey about their experiences, and had those theses evaluated using a common rubric.
- Student experiences of working on senior theses vary widely, mostly around three dimensions: student preparation, faculty supervision, and student commitment.
- Only student preparation predicted the quality of the thesis as measured by the rubric. Grades assigned by faculty advisers, and student self-assessments, were more closely related to supervision and commitment.
- Rubric scores simply evaluate the thesis product while grades tend to conflate the process followed by the student and the quality of the final product.
- This conflation may limit what students can gain from working on senior theses. Using rubrics as teaching tools may enhance learning outcomes by showing students how to evaluate the quality of their own work.

Carol Trosset has worked in institutional research and assessment at Bennington, Carleton, Grinnell, and Hampshire Colleges, and is now a private consultant.

Steven Weisler is Senior Advisor to the Provost and Executive Vice-Chancellor, and Chief Data Officer at the University of California-Davis.

“The absence of any relationship between rubric scores and students’ satisfaction with their own work suggests to us that many students may not be learning enough about how to recognize quality work and demand it of themselves.”

- Trosset & Weisler

“Clicks” on the website

95k+

599k+

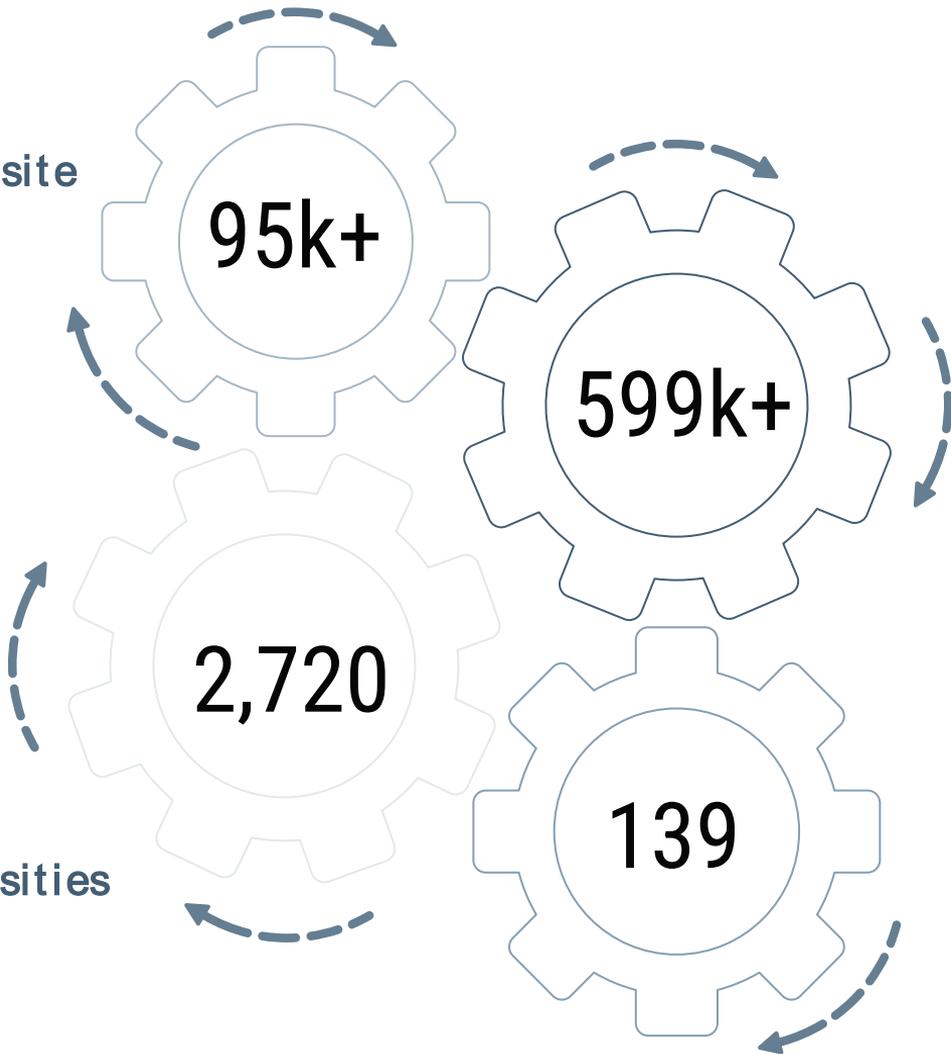
Individual rubrics
downloaded

2,720

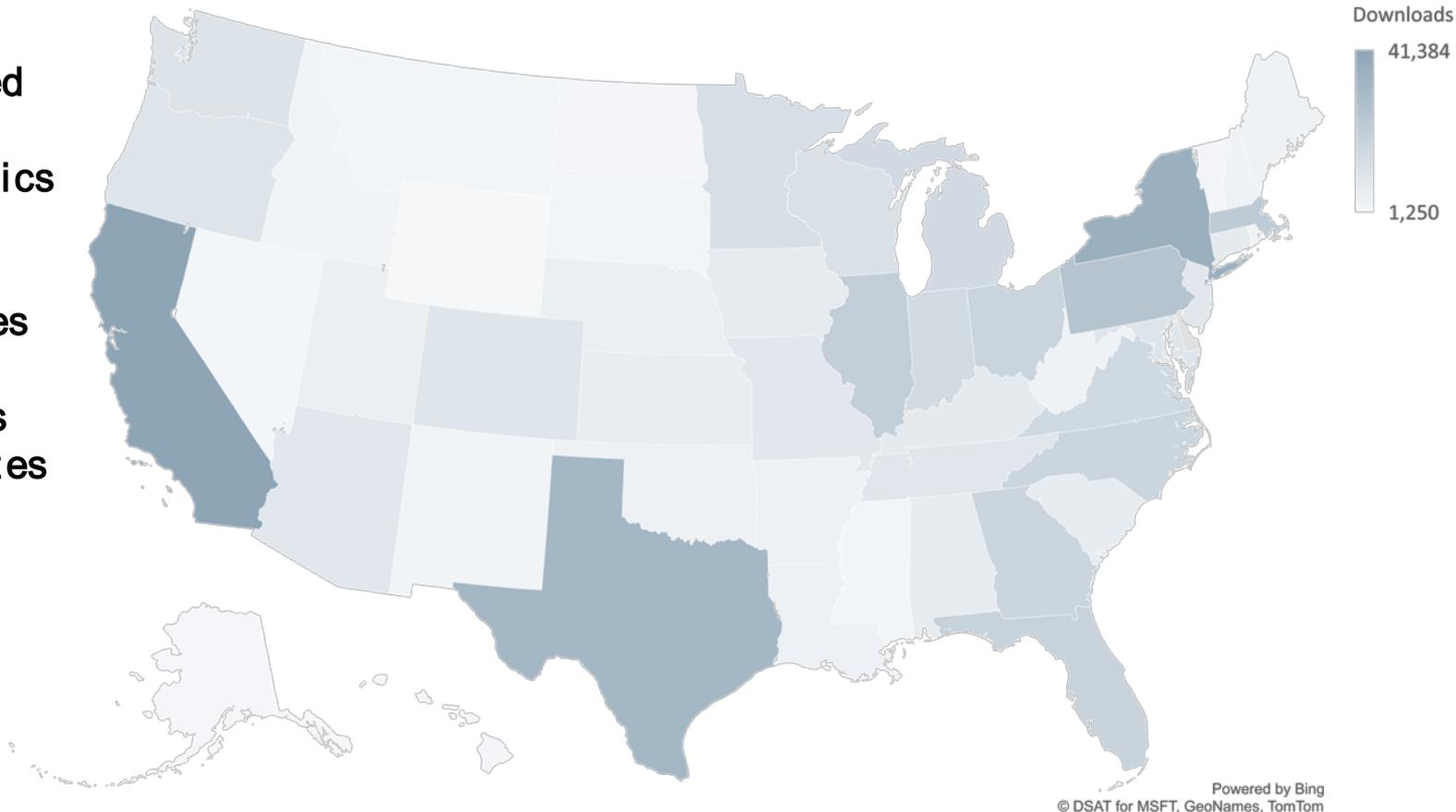
Colleges & Universities

139

Countries



In the United States, the VALUE rubrics have been downloaded 512,908 times since 2014 across users in all 50 states and the District of Columbia.



**WHAT DOES ALL THIS
SUGGEST?**

WHAT'S NEXT?
