



**Closing the Loop in Assessment:  
Examples, Strategies, and Changes**

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**“BEGIN WHERE PEOPLE ARE, NOT  
WHERE YOU WANT  
THEM TO BE.”**

(Public Agenda, NYC mediating agency)

faculty passionate about their courses  
passionate about student success  
*passionate about their disciplines*

**ASSESSMENT IN 2019 IS NOT LIKE  
ASSESSMENT 15 YEARS AGO**

- primary focus on improvement of teaching & learning (rather than compliance)
  - faculty at the center
- addresses the learning that takes place in actual classes, with actual students, working on actual assignments
  - varied measures
- work that prepares students for nonstandard, unscripted problems and questions, helping them deal with the complex and uncertain

**STARTING FACULTY CONVERSATIONS**

**KEY QUESTION:**

**When students complete  
a course, a program or a degree,  
what should they know, understand,  
and be able to do?**

**STARTING FACULTY CONVERSATIONS**

**EMPHASIZE:**

**intentionality**

**making the implicit explicit**

**“my course” → our curriculum**

**FACULTY’S  
MULTIPLE ROLES**

the shift from “my course” to “our curriculum”  
(the many contexts of our teaching)



course

### FACULTY'S MULTIPLE ROLES

the shift from "my course" to "our curriculum"  
(the many contexts of our teaching)



course curriculum

### FACULTY'S MULTIPLE ROLES

the shift from "my course" to "our curriculum"  
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course curriculum program

### FACULTY'S MULTIPLE ROLES

the shift from "my course" to "our curriculum"  
(the many contexts of our teaching)



course curriculum program institution

### FACULTY'S MULTIPLE ROLES

the shift from "my course" to "our curriculum"  
(the many contexts of our teaching)



course curriculum program institution state

**INTRODUCTORY COURSES:  
PERFECT PLACE TO DEMYSTIFY PROGRAMS  
AND THE HISTORY, PURPOSE, AND GOALS OF  
PROGRAMS AND GENERAL EDUCATION**

-Address students' uncertainty / confusion /  
frustration about Gen Ed

*First slide in my Gen Ed history course . . .*

**WHY AM I  
IN THIS  
COURSE?**

**INTRODUCTORY COURSES:  
PERFECT PLACE TO DEMYSTIFY PROGRAMS  
AND THE HISTORY, PURPOSE, AND GOALS OF  
PROGRAMS AND GENERAL EDUCATION**

- Address students' uncertainty / confusion / frustration about Gen Ed
- Explain the reasons for Gen Ed
- Explain what a discipline *produces* for GE
- Explain what a discipline *consumes* from GE
- Explain the transferable skills students develop in YOUR course

**WORK WITH AN INCLUSIVE  
NOTION OF "EDUCATORS"**

- contingent faculty
- adjuncts, part-time, post-docs*
- librarians
- academic advisors
- career counselors
- campus orientation officers
- centers of teaching and learning
- K-12 teachers and organizations

**CLARIFY INCENTIVES TO JOIN IN  
THE WORK**

**Recognized in tenure and promotion decisions?**

**Awards, honors, certificates?**

**Create a "no-fault" environment for pedagogical experimentation?**

**HELPFUL WAYS TO EVALUATE  
STUDENT WORK**

**VALUE rubrics**

<https://www.aacu.org/value/rubrics> (in Undergraduate Education)

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

*Areas:*

Inquiry and Analysis	Critical Thinking	Creative Thinking
Teamwork	Written Communication	Oral Communication
Quantitative Literacy	Information Literacy	Reading
Integrative Learning	Problem Solving	Global Learning
Civic Knowledge & Engagement	Ethical Reasoning and Action	
	Intercultural Knowledge & Competence	

**INFORMATION LITERACY VALUE RUBRIC**  
*for more information, please contact value@uconn.edu*

Definition  
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy  
Evaluators are encouraged to assign a grade in any work sample or reflection of work that does not meet benchmark (but may) meet performance.

	1	2	3	4
	Emergence	Misconceptions	Engagement	Benchmark
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) needed directly relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (may not include, assume too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information resources.	Accesses information using variety of search strategies and some relevant information resources. Demonstrates ability to refine search.	Accesses information using simple search strategies; retrieves information from limited and unclear sources.	Accesses information randomly; retrieves information that lacks relevance and quality.
<b>Evaluate Information and Its Sources Critically</b>	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (for the research topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Included purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or not synthesized (appropriately paraphrased, cited out of context, inappropriately paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Students use correctly all of the following information use strategies (use of citations and references, choice of paraphrasing, summarizing, or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references, choice of paraphrasing, summarizing, or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references, choice of paraphrasing, summarizing, or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references, choice of paraphrasing, summarizing, or quoting, using information in ways that are true to original context, distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

**ASSESSING CO-CURRICULAR,  
EXTRA-CURRICULAR, AND  
STUDENT LIFE ACTIVITIES**

**SEE:**

<http://degreeprofile.org/resource-kit/student-affairs-and-co-curriculum/>

<https://manoa.hawaii.edu/assessment/spprog/2010pdf/2010-FYP.pdf>

[http://www.learningoutcomeassessment.org/documents/Grant\\_assessment\\_in\\_practice.pdf](http://www.learningoutcomeassessment.org/documents/Grant_assessment_in_practice.pdf)

<http://www.learningoutcomeassessment.org/documents/Mapping%20Learning.pdf>

[http://www.learningoutcomeassessment.org/documents/Assessment\\_in\\_Practice\\_Maryville2.pdf](http://www.learningoutcomeassessment.org/documents/Assessment_in_Practice_Maryville2.pdf)

**TALK WITH GRADUATES' EMPLOYERS:  
WHAT SETS OF KNOWLEDGE AND SKILLS WILL  
SERVE STUDENTS WELL IN THEIR CAREERS?**

<https://www.aacu.org/leap/public-opinion-research>

Association of American Colleges & Universities  
A VOICE AND A FORCE FOR LIBERAL EDUCATION IN THE 21ST CENTURY

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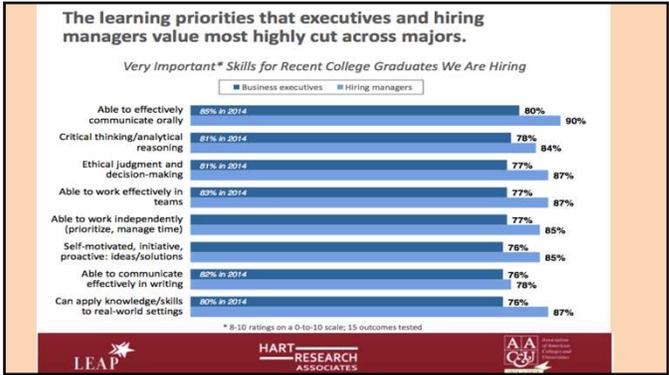
Home > About LEAP > Employer Survey & Economic Trend Research

**Employer Survey & Economic Trend Research**

As part of AACU's Liberal Education and America's Promise (LEAP) initiative, AACU periodically commissions national surveys and/or conducts focus groups to examine trends related to college graduates and the most important learning experiences and outcomes they need to successfully integrate the global economy.

"Falling Short? College Learning and Career Success" (January, 2015)

- Full 2015 Report (pdf)
- Summary of Findings
- PPT Slide Deck
- Employer Priorities for Most Important College Learning Outcomes



**TALK WITH YOUR STUDENTS**

- Did family members attend college?
- What's working well in classes?
- What's a major problem with classes?
- What's a complete mystery about higher ed?
- What's next?

**BUILD LEARNING OUTCOMES AROUND ACTIVE VERBS**

Key issue:

Students who complete this course / program / degree **CAN . . . .**

**BUILD LEARNING OUTCOMES AROUND ACTIVE VERBS**

[http://learningoutcomesassessment.org/documents/Occasional\\_Paper\\_24.pdf](http://learningoutcomesassessment.org/documents/Occasional_Paper_24.pdf)

National Institute for Learning Outcomes Assessment  
February 2015

To Imagine a Verb:  
The Language and Syntax of Learning Outcomes Statements

Clifford Adelman

- "Operational" means real verbs that describe what students actually do, and that lead directly to assessment.
- "Dead end" nouns such as "appreciation," "awareness," "ability," and "critical thinking" are not part of this vocabulary.
- Why? Because they do not lead directly to assessments (assignments, exam questions, performances, projects) and, in the DQP world, **sample assessments must accompany each adopted statement of required competence!**

Working Verb Groups Empirical Content	Levin's Analogous Verb Class (Page References)
A) <b>Preparing</b> (artifacts, materials, tools, texts) Access, acquire, collect, extract, gather, locate, obtain, retrieve, seek	<b>Obtaining</b> (142)
B) <b>Delineating</b> Categorize, characterize, classify, define, describe, determine, frame, identify, prioritize, specify	<b>Characterizing</b> (181)
C) <b>Explicating</b> Articulate, clarify, explain, illustrate, interpret, outline, translate	No comparable grouping found
D) <b>Examining</b> Analyze, compare, contrast, differentiate, distinguish, extract, formulate, map	<b>Separating</b> (165)
E) <b>Inquiring</b> Experiment, explore, hypothesize, investigate, research	<b>Investigating</b> (198)
F) <b>Formatting</b> Arrange, assemble, collate, organize, sort	<b>Build Verbs</b> (172) <sup>11</sup>
G) <b>Combining</b> Assimilate, consolidate, connect, integrate, link, synthesize, summarize	<b>Amalgamating</b> (160) <sup>12</sup>

H) <b>Making</b> Build, compose, construct, craft, create, design, develop, generate, model, shape, simulate	<b>Create Verbs</b> (175)
I) <b>Utilizing</b> Apply, carry out, conduct, demonstrate, employ, implement, perform, produce, show, use	<b>Performance verbs</b> (178) <sup>13</sup>
J) <b>Operating</b> (executive functions) Administer, control, coordinate, engage, lead, maintain, manage, navigate, optimize, plan, undertake	No comparable grouping found
K) <b>Deliberating</b> Argue, challenge, debate, defend, justify, resolve	No comparable grouping found.
L) <b>Valuating</b> Audit, appraise, assess, evaluate, judge	<b>Verbs of Assessment</b> (196)
M) <b>Communicating</b> Convey, display, disseminate, express, respond	No comparable grouping found
N) <b>Converging</b> (for group academic work) Collaborate, contribute, interact, negotiate, participate	<b>"Correspond Verbs"</b> (200)
O) <b>Re-thinking</b> Accommodate, adapt, adjust, improve, modify, refine, reflect, review	<b>Change of state</b> (244-245)
P) <b>Certifying</b> Cite, document, observe, record, reference, source (v)	No comparable grouping found.
Q) <b>Processing</b> Calculate, determine, estimate, manipulate, measure, solve, test	<b>Measure verbs</b> (272)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
arrange	classify	apply	analyze	arrange	appraise
define	describe	choose	appraise	assemble	argue
delineate	discuss	demonstrate	calculate	collect	assess
duplicate	explain	dramatize	categorize	compose	attach
label	express	employ	classify	construct	choose
list	identify	illustrate	compare	create	compare
match	indicate	interpret	contrast	design	core
memorize	locate	operate	critique	develop	defend
name	recognize	practice	debate	formulate	estimate
order	report	schedule	diagram	manage	evaluate
outline	restate	show	differentiate	organize	judge
recall	review	sketch	discriminate	plan	measure
recognize	select	solve	distinguish	predict	predict
relate	summarize	use	examine	prepare	rate
repeat	tell	write	experiment	propose	revise
reproduce	translate		inspect	set up	score
specify			question	write	select
state			relate		support
verify			test		value

Receiving	Responding	Valuing	Organization	Characterization
ask	answer	complete	adhere	act
choose	assist	describe	alter	discriminate
describe	comply	differentiate	arrange	display
follow	conform	explain	defend	influence
give	discuss	follow	explain	listen
identify	help	initiate	generalize	modify
name	perform	join	identify	perform
select	present	justify	integrate	practice
reply	select	read	modify	propose
use	tell	report	organize	quality
		select	prepare	question
		share	relate	serve
		study	synthesize	solve
		work		use
				verify

## HELP STUDENTS BUILD A PERSUASIVE NARRATIVE OF THEIR EDUCATIONAL EXPERIENCE

- E-PORTFOLIO work: self-reflective exercises
- THOUGHTFUL LEARNING OUTCOMES: skill based
- SAMPLE JOB INTERVIEWS
- APPLICATION LETTERS
- CONVERSATIONS WITH EMPLOYERS / HR STAFF

## PROJECTS TO CONSIDER

<http://degreeprofile.org/assignment-design-work/>



### assignment workshops

<http://www.learningoutcomeassessment.org/assignmenttoolkit.html>

- How is the assignment related to course goals?
- How is it related to larger program goals?
- Is the assignment clear to students?
- What do students learn from the assignment?
- Is the assignment pitched to the students' preparation and experience?
- Are the evaluation criteria clear and explicit?
- What does a good student response look like?
- Which parts of the assignment would you like to reconsider or redesign?

### assignment workshops

<http://www.assignmentlibrary.org/>

- collaborative discussion of course exercises
- build on campus efforts already underway
- provides models and examples that others can learn from, adapt, borrow
- demonstrate that high-stakes, faculty-built assignments provide key information on student learning (compared to other, more distant forms of assessment)
- honors and makes visible the intellectual work of assignment design

### WORK ON INTER-RATER RELIABILITY

[https://www.pcc.edu/resources/academic/learning-assessment/documents/LACMtg2InterRater\\_Reliability.pdf](https://www.pcc.edu/resources/academic/learning-assessment/documents/LACMtg2InterRater_Reliability.pdf)

- extent to which two or more raters (evaluators / coders / examiners) agree
- addresses the consistency of evaluations
- measures producing similar results under consistent conditions have high reliability
- determined by using different statistics:
  - ex. percentage agreement

Calculation of percent agreement (fictitious data).

Var#	Raters		Difference
	Mark	Susan	
1	1	1	0
2	1	0	1
3	1	1	0
4	0	1	-1
5	1	1	0
6	0	0	0
7	1	1	0
8	1	1	0
9	0	0	0
10	1	1	0
Number of Zeros			8
Number of Items			10

Percent agreement across multiple data collectors (fictitious data).

Var#	Raters					% Agreement
	Mark	Susan	Tom	Ann	Joyce	
1	1	1	1	1	1	1.00
2	1	1	1	1	1	1.00
3	1	1	1	1	1	1.00
4	0	1	1	1	1	0.80
5	0	1	0	0	0	0.80
6	0	0	0	0	0	1.00
7	1	1	1	1	1	1.00
8	1	1	1	1	0	0.80
9	0	0	0	0	0	1.00
10	1	1	0	0	1	0.60
Study Interrater Reliability						0.90

### % goal?

- Commonly defined as 0.8
- (some variation within the assessment community)
- range of 0.75 - 0.8 as desirable)

**"MAP" YOUR CURRICULUM**

Your major has certain learning outcomes?  
 In what classes do colleagues develop those outcomes  
 At what level?  
 Through what exercises?

<http://www.learningoutcomesassessment.org/documents/Mapping%20Learning.pdf>

National Institute for Learning Outcomes Assessment  
 Making Learning Outcomes Usable & Transparent

**Mapping Learning:  
 A Toolkit of Resources**

<http://www.learningoutcomesassessment.org/documents/Mapping%20Learning.pdf>

	Outcome 1	Outcome 2	Outcome 3
Course 1	X	X	
Course 2		X	
Course 3	X		X

Figure 1: A basic curriculum map

	Outcome 1	Outcome 2	Outcome 3
Course 1	I		D
Course 2	D	I	
Course 3	M	D	M

Figure 3: Curriculum map showing scaffolding of learning

(I) for introduced, (D) for developed, and (M) for mastered

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory/Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
<b>Content</b>								
SLO 1: Disciplinary knowledge base (models and theories)	Introduced		Reinforced		Reinforced	Reinforced	Reinforced	Mastery / Assessed
SLO 2: Disciplinary methods		Introduced		Reinforced		Reinforced		Mastery / Assessed
SLO 3: Disciplinary applications	Introduced		Reinforced		Reinforced		Reinforced	Mastery / Assessed
<b>Critical Thinking</b>								
SLO 4: Analysis and use of evidence		Introduced		Reinforced	Reinforced		Reinforced	Mastery / Assessed
SLO 5: Evaluation, selection, and use of sources of information	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
<b>Communication</b>								
SLO 6: Written communication skills	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
SLO 7: Oral communication skills		Introduced	Reinforced		Reinforced	Mastery / Assessed		
<b>Integrity / Values</b>								
SLO 8: Disciplinary ethical standards		Introduced		Reinforced	Reinforced			Mastery / Assessed
SLO 9: Academic integrity	Introduced	Reinforced	Reinforced	Reinforced		Reinforced		Mastery / Assessed

Center for University Teaching, Learning, and Assessment  
<http://uwf.edu/cutla/>

Sample Curriculum Map (Level of Skill)

Updated: 24 January 2017

Learning Outcomes	Prior Learning	Courses	Other Required Courses, Recommended Electives	Activities and Experience That Provide Support	Work-Based Learning Experiences	Certifications and Licensures	Possible Careers	Learner Identified
Learning Outcome 1	Prior learning that is accepted in relation to specific outcomes	Courses that address specific outcomes	Other courses that support and reinforce specific outcomes	Co-curricular elements that support specific outcomes	Employment and other experiences that reinforce specific outcomes	Possible certifications connected to the outcomes	Possible career paths related to the map	Elements identified by learners as supporting learning outcomes
Learning Outcome 2								

**VISUALIZE PATHWAYS THROUGH PROGRAMS AND DEGREES**

AN EXAMPLE FROM MY OWN COLLEGE

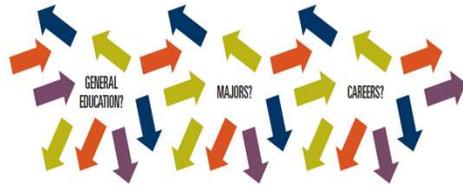
THE COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

# PREPARING FOR DEGREES, CAREERS, AND LIVES

*Pathways Through General Education*

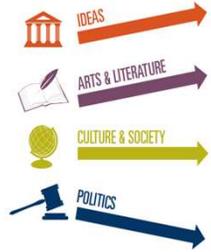


When students come to college, they face a dizzying array of choices. Which course should I take? What should I major in? How do the gen ed courses fit into what I'm supposed to do?



**CORE COURSES:**

- USU 1320 Humanities
- USU 1340 Social Sciences
- Math 1050 or STAT 1040
- ENGL 1010 + ENGL 2010



**MAJORS IN:**

- IDEAS:** American Studies, Liberal Arts, Philosophy, Languages, Religious Studies, History, Journalism, Communication Studies
- ARTS & LITERATURE:** English, Languages
- CULTURE & SOCIETY:** Asian Studies, American Studies, Anthropology, Languages, History, Sociology, Global Communication, Communication Studies, Journalism, Religious Studies, Social Work, International Studies
- POLITICS:** Military Science, Political Science, Law and Constitutional Studies, Journalism, Communication Studies, International Studies, History

<p><b>AMERICAN INSTITUTIONS</b></p> <p>ESU 1006: understanding economic institutions, including property rights, markets, banking, trade, and law</p> <p>HST 2706: development of American society, economy, culture, and politics up to 1877</p> <p>HST 2716: the same, but after 1877</p> <p>POLS 1006: studying U.S. Constitution, political parties and decisions, Congress, president, courts, and civil liberties</p> <p>HONR 1306: for students in the Honors program</p>	<p><b>CREATIVE ARTS</b></p> <p>USU 1006: exploring the nature of art, how it is judged, and how artistic expression varies across cultures</p> <p>HONR 1306: for students in the Honors program</p>	<p><b>LIFE SCIENCES</b></p> <p>USU 1006: focusing on basic concepts of life sciences, and the nature of scientific discovery</p> <p>ANTH 1006: the study of food and living organisms, human evolution, and genetics</p> <p>BIO 1006: how biology impacts the daily life of the individual</p> <p>WORS 1006: role of dietary choices in promoting personal well-being to people</p> <p>WATS 1006: understanding the impact our species is having on natural ecosystems</p> <p>WILD 1006: how organisms relate to physical environments, communities, and ecosystems</p> <p>HONR 1306: for students in the Honors program</p>	<p><b>PHYSICAL SCIENCES</b></p> <p>USU 1006: basic concepts of physical sciences, including structure of matter and the forces of nature</p> <p>CS 1006: cybersecurity threats, identifying potential threats, and implementing solutions</p> <p>GEOS 1006: geographic analysis of physical processes, the atmosphere, and the biosphere</p> <p>PHYS 1006: the processes governing the balance of the atmosphere and the phenomenon of weather</p> <p>PHYS 2006: typical include water quality, global climate change, observation, and transference</p> <p>HONR 1306: for students in the Honors program</p>	<p><b>EXPLORATION</b></p> <p>ANTH 1006: social life, ideology and symbolism, and cultural change and identity</p> <p>ZCOM 1006: the influence of mass media on society</p> <p>PHIL 1006: moral arguments underlying debates in American law and politics</p> <p>POLS 2006: political culture, institutions, and processes, political development, violence and corruption, and public policy</p> <p>PSY 1006: human thought and behavior</p> <p>SOC 1006: social behavior of humans and institutions</p> <p>Other courses: ENVS 2006, ZCOM 1006, PHIL 1006, EPSC 1006, ENVS 1006, WATS 1006</p>
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**ADDITIONAL RESOURCES**

SUBSCRIBE TO FREE NEWSLETTERS FOCUSED ON TEACHING AND LEARNING

**SEARCH TERMS:**

- “NILOA newsletter”
- “daily Lumina news”
- “AACU weekly liberal education news”

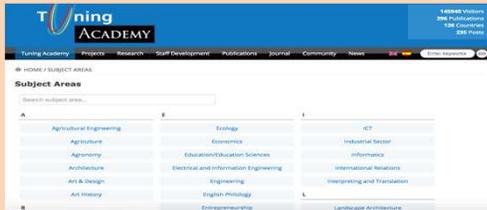
**ADDITIONAL RESOURCES**

RECOGNIZE ACADEMIC DISCIPLINARY SOCIETIES AS VALUABLE RESOURCES



**ADDITIONAL RESOURCES**

LEARNING OUTCOMES WRITTEN BY FACULTY COLLEAGUES IN THE E.U. AND OTHER REGIONS:  
<http://tuningacademy.org/subject-areas/?lang=en>



**INSTITUTIONAL PROJECTS TO CONSIDER**

**NILOA, Excellence in Assessment**  
<http://www.learningoutcomesassessment.org/eiadesignation.html>



Recognizes institutions for their efforts in intentional integration of campus-level learning outcomes assessment. The focus rests on campus processes and uses of assessment outcomes, rather than on student performance or accomplishment. The EIA designation evaluation process is directly and intentionally built from NILOA's [Transparency Framework](#).

**INSTITUTIONAL PROJECTS TO CONSIDER**

**AAC&U: VALUE Institute**  
<https://www.aacu.org/VALUEInstitute>



The VALUE Institute enables any higher education institution, department, program, state, consortium or provider to utilize the VALUE rubrics approach to assessment by collecting and uploading samples of student work to a digital repository and have the work scored by certified VALUE Institute faculty and other educator scorers for external validation of institutional learning assessment.

FACULTY'S MULT. ROLES	DEMISTIFY GEN ED
INCLUSIVE "EDUCATORS"	CLARIFY INCENTIVES
VALUE RUBRICS	EXTRA/CO-CURRIC ASSESS
TALK W/ GRADUATES' EMPLOYERS	ACTIVE LEARNING OUTCOMES
D Q P	ASSIGNM'T WORKSHOP
STUDENTS' NARRATIVE	INTER-RATER RELIABILITY
CURRICULAR MAPPING	VISUALIZE PATHWAYS
ADDITIONAL RESOURCES	PROJECTS TO CONSIDER