

WE'RE CHANGING THE

conversation

VALUE INSTITUTE

Learning Outcomes Assessment At Its Best

With the VALUE Institute, we're creating a nationwide effort to change the conversation about higher education quality, equity, and assessment to help educators use learning outcomes evidence to improve student success.

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conversation

RE:
quality



In a world awash in data,
VALUE generates evidence.

The VALUE approach is both evidence-based and evidence-generating. It is a methodologically sound, authentic, and creative response to the need for direct evidence of the quality of student learning across critical skills and abilities associated with success in life and work. Rather than a standardized test divorced from the curriculum, the VALUE Institute bases its assessment of student learning achievement on the actual work that students produce in response to assignments from the curriculum or co-curriculum in whatever institution(s) the student attended.



The VALUE Institute will equip institutions and faculty **with actionable data** to develop effective teaching methods that will meet the needs of our students preparing for a 21st century workforce.

—Rob Anderson, SHEEO



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Do you track?
Do you disaggregate?

Track

70%



Disaggregate

17%

According to AAC&U's 2015 Survey of Chief Academic Officers*, few institutions disaggregate assessment data on students' achievement of learning outcomes by race/ethnicity, socioeconomic status, and/or parents' level of educational attainment. Even campuses that have set equity goals to close gaps in achievement of student learning outcomes often fail to consider the very data that defines success. **The VALUE Institute can help.**



There is no quality
without equity.



Demonstrating quality and the achievement of learning outcomes is more important than ever. We are proud to be advancing new approaches to meaningful and effective assessment as a means of **delivering on the promise of American higher education.**

–Lynn Pasquerella, AAC&U



See *www.AACU.ORG/ABOUT/2015-MEMBERSURVEY

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RE:
assessment



What we ask our students to do
makes a difference in their learning.

Students Matter.



Our faculty members have shared the rubrics with students to help them see what different levels of learning look like.

—David Switzer, St. Cloud State University



Faculty Matter.



By using the VALUE rubrics... we have really changed the tenor of assessment from one of "policing" faculty teaching practices to enriching conversations about teaching and learning and how assessment can inform those conversations.

—D. Alexis Hart, Allegheny College



Assignments Matter.



The focus on sampling work that faculty assign and students complete as part of their courses allowed us to highlight the faculty role in assessing student learning while creating spaces for faculty to learn more about assessment and assignment design.

—Jeanne Mullaney, Community College of Rhode Island



JOIN THE

conversation!

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Learn how your institution can use direct evidence of learning to improve student success at valueinstituteassessment.org

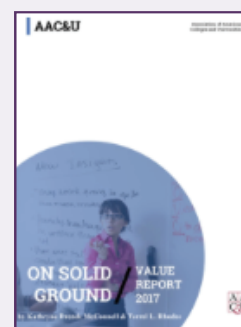
Registration:
August – February

Artifact collection period:
September - May

Scoring Period:
May - July

Results:
September

Want more information on the VALUE methodology?



Read the AAC&U publication *On Solid Ground* at aacu.org/solidground

Multi-State Collaborative (MSC)



Are you a two- or four-year public institution? You may be interested in participating as a member of the Multi-State Collaborative, a signature initiative of the VALUE Institute. Contact Denise Pearson, Principal Policy Analyst, State Higher Education Executive Officers Association (SHEEO) dpearson@sheeo.org

The VALUE Institute team & partners

