

LESSONS LEARNED FROM
THE BOLOGNA PROCESS*
ACE ANNUAL MEETING
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* ALL U.S. ACCREDITATION EXAMPLES ARE
FROM MSCHE

THREE ISSUES

#1 – *Fit U.S. SYSTEM?*

- HOW ARE U.S. GOALS DEFINED NOW?
- HOW DO WE RETAIN MOMENTUM IN ADVANCEMENTS IN ASSESSMENT?
- HOW DO WE PRESERVE DIVERSITY?

#2: IS BOLOGNA *PRACTICAL* TO APPLY?

- HOW USEFUL IS QUALIFICATIONS *FRAMEWORK*?
- WILL FACULTY BE ABLE TO CREATE AND APPLY *PROGRAM GOALS*?
- WILL INSTITUTIONS BE ABLE TO PRODUCE DIPLOMA *SUPPLEMENT*?

#3: HOW COULD BOLOGNA BEST BE *IMPLEMENTED* IN THE U.S.?

- IS IT APPROPRIATE FOR STATES TO SUGGEST LEARNING GOALS?
- WOULD 50 STATES WORK TOGETHER?
- WOULD PRIVATE INSTITUTIONS FOLLOW STATE PROPOSALS?
- WHAT ARE BETTER ALTERNATIVES?

COMMON GOALS: U.S. AND EUROPE

- ASSURE LEVEL OF LEARNING
- ASSESS BASED ON OUTCOMES, NOT INPUTS OR PROCESSES
- AVOID STANDARDIZED TESTS
- PROMOTE TRANSFER ACROSS U.S. AND INTERNATIONALLY

U.S. SYSTEM - KEY DIFFERENCES

- LESS SPECIALIZATION AT UNDERGRADUATE LEVEL
- GENERAL EDUCATION REQUIRED
 - INCLUDES AND EXCEEDS BASIC BOLOGNA SKILLS
- DIFFERENT DEGREE LENGTHS

GENERAL EDUCATION

- SCIENTIFIC AND QUANTITATIVE REASONING
- COMMUNICATION: ORAL AND WRITTEN
- CRITICAL ANALYSIS AND REASONING

U.S. SYSTEM: QUALITY ASSURANCE

REGIONAL ACCREDITORS ASSURE
INSTITUTIONAL QUALITY OF MOST
U.S. DEGREE-GRANTING
INSTITUTIONS

PRIVATE, NON-GOVERNMENTAL

- FUNDING LINK
- PROFESSIONAL ACCREDITORS
- NATIONAL ACCREDITORS

OTHER QUALITY ASSURANCE

- **INQAAHE – GUIDELINES FOR GOOD PRACTICE**
- **ENQA – HEIs, QAAs, EQAS**
- **REGIONAL GROUPS OF EQAs**
- **INTERNATIONAL ACCREDITORS**
- **U.S. ACCREDITATION ABROAD**
- **ARTICULATION AGREEMENTS**
- **ACE, AACRAO**

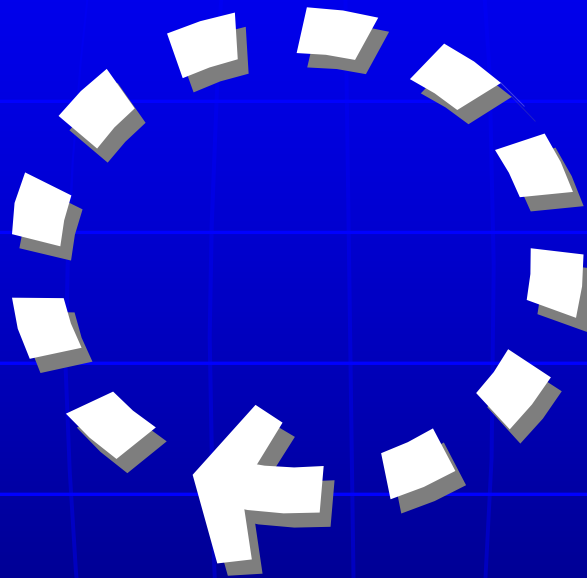
FOUR STEP ASSESSMENT CYCLE

1. Goals

2. Programs,
services, and
initiatives

3.
Assessment/
Evaluation

4. Using
Result



LEARNING: ACCREDITATION
REQUIREMENTS LIKE

BOLOGNA:

CLEARLY ARTICULATED
WRITTEN STATEMENTS,
EXPRESSED IN OBSERVABLE
TERMS, OF

KEY LEARNING OUTCOMES:
KNOWLEDGE, SKILL, AND
COMPETENCIES

ACCREDITATION: STUDENT LEARNING

- BOTH GOALS AND ASSESSMENT for INSTITUTIONAL, PROGRAM, COURSE, CO-CURRICULAR, AND GENERAL ED.
- SELECTED BY INSTITUTION, JUDGED BY ACCREDITORS
- INTEGRATED ACROSS LEVELS
- RESULTS USED FOR IMPROVEMENT
- ADDRESSES ADULT/EXPERIENTIAL LEARNING, TRANSFER

RESOURCES: MIDDLE STATES

- *CHARACTERISTICS OF EXCELLENCE*
(Standards 7 and 14)
- *STUDENT LEARNING ASSESSMENT:
OPTIONS AND RESOURCES*
- *ASSESSING STUDENT LEARNING AND
INSTITUTIONAL EFFECTIVENESS:
UNDERSTANDING MIDDLE STATES
EXPECTATIONS*

U.S. EXPERIENCE

- 65% OF ALL INSTITUTIONS FOLLOWED UP
 - 64% FOR STUDENT LEARNING
 - 47% FOR INSTITUTIONAL EFFECTIVENESS
- LOW NUMBER COMPLETE CYCLE OF ASSESSMENT/IMPROVEMENT
- CONFUSION RE GOALS AND ASSESSMENT
- COMPARABILITY ISSUE OPEN

STUDENT LEARNING: CONCLUSIONS

- REQUIREMENTS EXIST FOR TYPE OF GEN ED SKILLS INCLUDED IN BOLOGNA
- REQUIREMENTS EXIST FOR LEARNING GOALS
- LEVEL OF LEARNING IS REVIEWED
- IMPLEMENTATION IS VERY DIFFICULT FOR FACULTY AND INSTITUTIONS
 - **MORE COMPLEXITY MAY LEAD TO MORE CONFUSION**

ISSUE #2: BOLOGNA QUALIFICATION FRAMEWORK

- REALISTIC? 5 MODELS AMONG 7 COUNTRIES IN EUROPE
- HOW USEFUL IS THIS FOR TRANSFER COMPARABILITY
- COMPLEX: SEPARATE DEFINITIONS AT EACH DEGREE LEVEL FOR KNOWLEDGE, SKILLS, COMPETENCE
 - DIFFERENT SYSTEMS DEFINE THESE DIFFERENTLY

BOLOGNA QUALIFICATION FRAMEWORK

SKILLS AT 3 TOP LEVELS: (ABRIDGED)

LEVEL 6: DEMONSTRATE MASTERY AND INNOVATION
TO SOLVE COMPLEX AND UNPREDICTABLE
PROBLEMS IN SPECIALIZED FIELD

LEVEL 7: SPECIALIZED PROBLEM SOLVING SKILLS
REQUIRED IN RESEARCH AND INNOVATION TO
DEVELOP NEW KNOWLEDGE AND INTEGRATE

LEVEL 8: MOST ADVANCED, INCLUDING SYNTHESIS
AND EVALUATION, TO SOLVE CRITICAL PROBLEMS
IN RESEARCH/INNOVATION AND EXTEND
KNOWLEDGE

SEVERAL SUBJECT LEVEL DEFINITIONS

- **GENERIC COMPETENCIES AT FRAMEWORK LEVEL EXPRESSED IN MORE DETAIL FOR SUBJECT**
- **THERE ARE GRADATIONS WITHIN EACH DEGREE LEVEL (BASIC, INTERMEDIATE, ADVANCED, SPECIALIZED) TO BE DEFINED**
- **THEN GENERIC COMPETENCY FOR EACH SUBLEVEL IS DEFINED WITHIN EACH SUBJECT AREA**

TUNING (CONTINUED)

IS TUNING BETTER SUITED TO EUROPEAN SPECIALIZED BA DEGREES THAN U.S. LIBERAL ARTS DEGREES?

MSCHE REQUIRES THAT DIFFERENT STUDENT LEARNING OUTCOMES BE DEFINED AT PROGRAM, INSTITUTIONAL, OR COURSE LEVEL, DEPENDING ON TYPE OF GOAL. E.G GENERAL EDUCATION AT INSTITUTIONAL LEVEL.

CREDIT SYSTEM: COURSES

- TUNING: CREDIT TIED TO TIME SPENT AND INTELLECTUAL DEMAND
- ALTERNATIVE – U.S. EXPERIENCE WITH LEARNING RESULTS BASED ON SEAT TIME COULD BE SUPPLEMENTED/TRANSLATED INTO CREDITS FOR COURSE

CREDIT SYSTEM: PROGRAMS

- TUNING: SPECIFIED % OF DIFFERENT LEVELS OF CREDIT DEFINES PROGRAM
 - - I.E. AT LOW, MEDIUM AND HIGH LEVELS
 - SIMILAR TO U.S., WITH LEVEL OF COURSE DIFFICULTY 101, 201, ETC.

DIPLOMA SUPPLEMENT: TRANSCRIPT

- WHETHER IT CAN BE DONE DEPENDS ON SUCCESS OF ALL THE PRECEDING
- IT ALSO INCLUDES *NEW DATA COLLECTION* AND *INDIVIDUAL TAILORING* FOR EACH STUDENT
- IN SOME WAYS IT IS MORE GEARED TO *SPECIALIZED* EUROPEAN DEGREES THAN U.S. B.A.s

THE SYSTEM IN PRACTICE:

COMMUNICATION SKILLS

■ NATIONAL QUALIFICATIONS

FRAMEWORK AND PROGRAM GOALS

Qualifications Framework – Dublin General Qualifications	Tuning subject dependent General Learning Outcomes (reference points)	Tuning General , Competencies Across Disciplines (Transferable skills)T59	Benchmarking (alternative to Tuning) Generic Skills in History (UK)	Benchmarking (alternative to Tuning) Learning Outcomes
Communicate Information, ideas, problems, and solutions to specialized and non-specialized audiences (18)	BA – Communicate the <u>basic knowledge</u> of the field in coherent ways and in appropriate media (oral, written, graphic, etc.) p. 35	Level 1 – instrumental, interpersonal, and systemic (p. 37) Interpersonal includes ability to communicate with experts in other fields T 23	Communication Competence: <u>structure</u> , <u>coherence</u> , <u>clarity and fluency</u> both orally and in writing (p. 44)	<u>Clarity</u> , <u>fluency</u> , and <u>coherence</u> in written expression and oral expression (H8)

*Progression: AA = can communicate about their understanding, skills and activities with peers, supervisors, and clients; MA = can communicate their conclusions and the knowledge and rational underpinning these, to specialist and non-specialist audiences clearly and unambiguously

IN PRACTICE: COMMUNICATION SKILLS - Courses and Transcripts

Level Descriptors For individual courses	Tuning Differentiators	UK examples of knowledge and application	Diploma Supplement proposal for U.S. – excerpts on learning
Basic – introduction p. 58	Threshold vs. desired outcomes	Apply knowledge to demonstrate comprehension of theory p.61	Qualification framework, if any
Intermediate (deepen Basic knowledge)	Relative vs .Absolute Value of credits T 53	Develop a distinctive approach to acquisition of knowledge	Program <u>requirements in major</u> as objectives, Tuning type disciplinary requirements, credit distributions, etc.
Advanced – strengthening expertise	Regular vs. extra-challenging Programs T54	Generate ideas formulating responses to well defined and abstract problems	Markers of student achievement beyond course content – research, etc.
Specialized – subfields that open up at an advanced level		Reviewing, consolidating, and extending knowledge	

THE SYSTEM IN PRACTICE: SUMMARY OF COMMUNICATION SKILLS

- FRAMEWORK: COMMUNICATE INFORMATION, IDEAS, PROBLEMS, SOLUTIONS TO DIFFERENT AUDIENCES
- SUBJECT: COMMUNICATE BASIC KNOWLEDGE IN COHERENT WAYS IN DIFFERENT MEDIA
- GENERAL: ABILITY TO COMMUNICATE WITH EXPERTS
- LEVEL: INTRO, DEEPEN, EXPERTISE
- ALSO: THRESHOLD, RELATIVE VALUE, EXTRA-CHALLENGING
- DIPLOMA: MARKERS OF STUDENT ACHIEVEMENT

THE UK SYSTEM IN PRACTICE

HISTORY COMMUNICATION

SUBJECT BENCHMARKS FOR UNDERGRADUATE

- GENERIC: STRUCTURE, COHERENCE, CLARITY AND FLUENCY, ORAL/WRITTEN
- OUTCOMES: CLARITY, FLUENCY, COHERENCE – WRITTEN/ORAL
- LEVELS: COMPREHENSION, ACQUIRE, GENERATE, EXTEND KNOWLEDGE

ISSUES

- **WOULD FACULTY BE ABLE TO APPLY THIS?**
- **WOULD IT BE SUFFICIENTLY FLEXIBLE?**
- **IS IT SUFFICIENTLY MEANINGFUL, ESPECIALLY IF USED ONLY AS AUTHORITATIVE "REFERENCE POINTS"?**
- **HOW DO DIFFERENTIATIONS AMONG DIFFERENT COURSE LEVELS RELATE TO DIFFERENCES AMONG DEGREE LEVELS?**

ISSUES

- **DO INFORMAL SYSTEMS WORK BETTER THAN FORMAL ONES?**
- **IS THERE EVIDENCE OF EFFECTIVENESS OF QF/TUNING?**
- **SHOULD ASSESSMENT BE DELAYED?**

SUGGESTIONS

- **FRAMEWORK: IS A GOOD IDEA, BUT DIFFERENTIATIONS SHOULD BE MORE GENERAL AMONG AA, BAC, GRAD. e.g. CANADA**
- **LEVELS WITHIN PROGRAM ARE CONFUSING. SIMPLY ASKING FOR LEARNING GOALS BY FIELD MIGHT BE EASIER. LET EACH INSTITUTION CHOOSE AMONG WHICH AREAS TO DEFINE.**
- **COURSES –RELATE TO PROGRAM/INSTITUTIONAL GOALS**

ISSUE #3: WHO CREATES AND ENFORCES?

- **STATES' ROLE IS LIMITED (PRIVATE INSTITUTIONS), COORDINATION IS DIFFICULT, AND RESOURCES ARE SCARCE**
- ***A MODEL STATE HE ACCOUNTABILITY SYSTEM (12/2008) REPORTS ON DIFFERENT APPROACHES***

WHO CREATES AND ENFORCES

- FEDERAL GOV'T LACKS AUTHORITY
- SYSTEMS – ONLY APPLY TO SOME INSTITUTIONS
- RESISTENCE ON DIVERSITY GROUNDS TO SECTOR PROPOSALS

ALTERNATIVES: QUALIFICATION FRAMEWORK

- NATIONAL ORGANIZATION REPRESENTING ALL INSTITUTIONS IS NEEDED
- ACCREDITORS COULD PRODUCE A JOINT POLICY WITH FUNDING, OR
- ACE MIGHT CONVENE A GROUP TO CREATE PROPOSAL REPRESENTING INSTITUTIONS, STATES, STUDENTS, FACULTY, ETC.

ALTERNATIVES: QUALIFICATION FRAMEWORK

- ACE PROPOSAL COULD BE ADOPTED BY ACCREDITORS AND/OR STATES
- BASIS OF MINIMUM LICENSING STANDARDS FOR STATES
- IT MUST INCLUDE GEN ED SKILLS

ALTERNATIVES: PROGRAM GOALS

- **ACE OR ACCREDITORS MIGHT ALSO PROPOSE A GENERAL FRAMEWORK FOR HOW DISCIPLINES WOULD DEFINE GOALS - A FEW KEY AREAS**
- **SPECIALIZED ACCREDITORS HAVE GOALS ALREADY**

ALTERNATIVES: PROGRAM GOALS

- NATIONAL DISCIPLINARY ASSOCIATIONS HAVE EXPERTISE AND FACULTY BUY-IN TO DEFINE GOALS
- EXCELLENT MODELS ALREADY
- "ASSESSMENT IN POLITICAL SCIENCE
American Political Science Association
- ASSESSMENT IN HISTORY – American Historical Association

ALTERNATIVES: PROGRAM GOALS

- E.G. PSYCHOLOGY APA DEFINED 10 LEARNING GOALS – KNOWLEDGE BASE, RESEARCH METHODS, CRITICAL THINKING SKILLS, APPLICATION, VALUES, INFORMATION AND IT, COMMUNICATION, SOCIOCULTURAL AWARENESS, PERSONAL DEVELOPMENT, AND CAREER PLANNING

WWW.APA.ORG/ED/CRITIQUE_GOALS.HTML

ALTERNATIVES: PROGRAM GOALS

- **IT THEN ANALYZES FOR EACH GOAL APPROPRIATE ASSESSMENT TECHNIQUES – KNOWLEDGE, RESEARCH, CRITICAL THINKING, APPLICATIONS, VALUES, INFORMATION TECHNOLOGY AND LITERACY, COMMUNICATION, SOCIOCULTURAL, PERSONAL DEVELOPMENT, CAREER PLANNING**
- **TEMPLATE PROVIDED**
- **HOW TO INVOLVE FACULTY, EXPLAIN TO STUDENTS, CREATE A PLAN**

ENFORCEMENT

- STATES COULD ADOPT MODEL WITH ADDITIONS
- ACCREDITORS COULD STIPULATE THAT USE OF NATIONAL ASSOCIATION GOALS WOULD BE PRESUMED TO COMPLY WITH EXISTING ACCREDITATION REQUIREMENTS
- OTHER APPROACHES ACCEPTABLE

ALTERNATIVES

- **BENCHMARKS/COMPARABILITY – TO BE LEFT TO INSTITUTIONS, WITH ACCREDITATION REVIEW**
- **ASSESSMENT AND IMPROVEMENT MUST BE INCLUDED AT THE SAME TIME AS GOAL**
 - **EVIDENCE IS A REQUIRED ELEMENT OF ACCREDITATION SELF-STUDY BY INSTITUTION**

NOT ADDRESSED

- **USE OF QUALITY ASSURANCE NETWORKS**
- **PUBLIC DISCLOSURE – HOW SHOULD MINIMUM GOALS AND ACHIEVEMENTS BE PRESENTED?**
 - **MAYBE CLARITY IS MORE IMPORTANT THAN LENGTH**
 - **E.G. SCHEV IN VIRGINIA**

ESSENTIALS

- FLEXIBILITY

- UPDATING

- TRUST

WHAT'S NEXT?

- **IF U.S. ADOPTS A SIMPLER FRAMEWORK, OTHER COUNTRIES MIGHT FOLLOW**
- **U.S. CAN USE EXISTING ACCREDITATION LEARNING REQUIREMENTS, WITH INCENTIVES FOR BETTER DEFINITION OF GOALS**
- **CONTINUE TO STRESS ASSESSMENT/IMPROVEMENT**