

The Knowledge and Skills for University Success standards

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Summary of Standards for Success

- Three-year national study sponsored by the Association of American Universities
 - Conducted by Center for Educational Policy Research, University of Oregon
 - First such undertaking sponsored by a consortium of American universities
 - Sponsored and funded by the Association of American Universities, 17 member institutions, and The Pew Charitable Trusts
 - Endorsed by an additional 11 AAU institutions
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Sponsoring Institutions

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| <input type="checkbox"/> University of California, Berkeley | <input type="checkbox"/> University of Missouri |
| <input type="checkbox"/> Harvard University | <input type="checkbox"/> University of Nebraska |
| <input type="checkbox"/> Indiana University | <input type="checkbox"/> University of Oregon |
| <input type="checkbox"/> Massachusetts Institute of Technology | <input type="checkbox"/> University of Southern California |
| <input type="checkbox"/> University of Illinois | <input type="checkbox"/> New York University |
| <input type="checkbox"/> University of Iowa | <input type="checkbox"/> Pennsylvania State University |
| <input type="checkbox"/> University of Michigan | <input type="checkbox"/> Rice University |
| <input type="checkbox"/> University of Minnesota | <input type="checkbox"/> Rutgers University |
| | <input type="checkbox"/> University of Wisconsin |
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Endorsing Institutions

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| <input type="checkbox"/> Carnegie Mellon University | <input type="checkbox"/> University of North Carolina |
| <input type="checkbox"/> Case Western Reserve University | <input type="checkbox"/> University of Maryland |
| <input type="checkbox"/> Duke University | <input type="checkbox"/> Stanford University |
| <input type="checkbox"/> Iowa State University | <input type="checkbox"/> University of Virginia |
| <input type="checkbox"/> University of California, Irvine | <input type="checkbox"/> Washington University in St. Louis |
| <input type="checkbox"/> University of California, Los Angeles | |
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Key Project Activities

- Develop the first university-sponsored comprehensive statement of "Knowledge and Skills for University Success"
 - Conduct a "National Conversation" at nine participating AAU institutions
 - Send the booklet, *Understanding University Success*, to every U.S. high school
 - Create a databank of actual examples of course requirements and student work from entry-level courses at AAU universities
 - Analyze 60 state high school assessments for their alignment with the Knowledge and Skills for University Success
 - Goal: To determine if state tests are providing useful information to students, teachers, and others regarding college readiness
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Methodology for Development of Knowledge and Skills for University Success

- Modified Delphi method
 - Repeated reviews by comparable groups combined with expert analyses at key points
 - Nine campus-based National Conversation meetings
 - Findings from each meeting synthesized and reviewed by meeting participants
 - Analyze course outlines, assignments, student work samples to triangulate National Conversation results
 - Review by Mid-Continent Research for Education and Learning (McREL)
 - Final review by Content Review Panel composed of professors with disciplinary expertise, interest in and experience with educational standards
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What Are The Content Areas?

- Six content areas
 - English
 - Math
 - Natural Sciences
 - Social Sciences
 - Second Languages
 - The Arts
 - Each area has two types of standards
 - Foundational Skills
 - Academic Content Standards
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Foundational Skills

- Habits of mind that enable students to succeed in college and to get more out of their college education
 - Demonstrate inquisitiveness and love of learning
 - Take risks, accept feedback, learn from mistakes
 - Persevere with a difficult or ambiguous task
 - Think critically and analytically
 - Draw inferences, reach conclusions based on an evaluation of sources and their assumptions
 - Support an opinion with a logical argument
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Knowledge Standards

- Each standard has three levels of detail:
 1. Standard
 - A. Objective
 - A.1. Criteria
 - Example: English
 1. Reading & Comprehension
 - C. Understand the defining characteristics of texts and recognize a variety of literary forms and genres
 - C.1. Comprehend the salient characteristics of major types and genres of texts
 - C.2. Understand the formal constraints of different types of texts
 - C.3. Discuss with understanding the effects of an author's style and use of literary devices to influence the reader and evoke emotions
 - C.4. Identify archetypes which appear across a variety of types of literature...
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English Standards

Standards:

- n Reading & Comprehension
 - n Writing
 - n Research Skills
 - n Critical Thinking Skills
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1. Reading & Comprehension

- Employ reading skills and strategies to understand literature
 - Use reading skills and strategies to understand informational texts
 - Understand the defining characteristics of texts and recognize a variety of literary forms and genres
 - Be familiar with a range of world literature
 - Discuss with understanding the relationships between literature and its historical and social contexts
 - Read and interpret visual images, including charts and graphs
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2. Writing

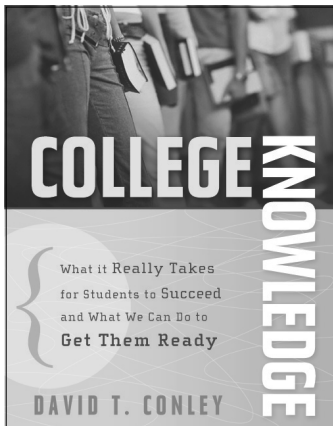
- Apply basic grammar conventions in an effort to write clearly
 - Know conventions of punctuation and capitalization
 - Know conventions of spelling
 - Use writing conventions to write clearly and coherently
 - Use writing to communicate ideas, concepts, emotions and descriptions to the reader
 - Use and prioritize a variety of strategies to revise and edit written work to achieve maximum improvement in the time available
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3. Research Skills

- Understand and use research methodologies
 - Know how to find a variety of sources and use them properly
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4. Critical Thinking Skills

- Demonstrate connective intelligence
 - Demonstrate the ability to think independently
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Summarizes research from Standards for Success

Incorporates other key research on college success

Outlines what high schools can do to make more students ready for entry-level college courses
