

**ABOUT OECD'S FEASIBILITY STUDY  
ASSESSMENT OF HIGHER EDUCATION LEARNING OUTCOMES  
(AHELO)**

**Michel MUDRY**

**Honorary President of the University of Orleans**

**Representative of CDEFI with OECD and European organizations**

**In charge of North America and Greater China Area**

## **DEFINITION OF LEARNING OUTCOMES IN AHELO PROGRAM**

“ Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning”

# AHELO Program

The OECD carried out the first international study of what students in higher education know and can do upon graduation: the Assessment of Higher Education Learning Outcomes (AHELO).

The few existing studies are nationally focused, while international university rankings are based on reputation, inputs and/or research performance, and do not reflect the quality of teaching and learning, nor the diversity of institutions missions and contexts.

The aim of the study is to explore the feasibility of measuring higher education quality across different institutions , countries, languages and cultures.

# QUESTIONING FEASIBILITY

## Key challenges in developing and operationalizing an AHELO

- Risk that AHELO data would be used:
  - as a ranking despite the fact that AHELO was never envisaged as a ranking tool within OECD circles.
  - as a basis for(re)allocating public resources.
  - as a basis for reallocating funding within HEIs towards teaching to the detriment of other missions.
- The complexity in engaging in fair comparison of extremely diverse institutions in terms of their missions, profiles and student bodies. Detractors highlighted the limited information that standardized tests can yield for institutions and faculties and the risk of simplistic conclusions
- The potential impact on institutional autonomy and academic freedom and fears that AHELO might be forced on institutions and could over time yield homogenization and constrain academic freedom.
- The merits and applicability of AHELO's focus on generic skills given different academic traditions in different parts of the world and fundamental debates on the relevance of assessing generic skills independently from the disciplines,

## PARTICIPATING INSTITUTIONS FOR ENGINEERING STRAND BY COUNTRY

- Abu Dhabi 8
- Australia 3
- Canada (Ontario) 9
- Colombia 27
- Egypt 10
- Japan 12
- Mexico 10
- Russian Federation 10
- Slovak Republic 3

**“While the CRTs used by the Engineering and Economics assessments were of high technical quality, they were simply too difficult for many students to effectively engage and perform well”**

**“The large proportion of “zero score” for the economics and engineering CRT [..] indicates that the items were too challenging for students”**

## **CONSTRUCTED RESPONSE TASK (CRT)**

**Analysis of the Hoover Dam , located on the Colorado River, upstream from Las Vegas**

## **MULTI CHOICE QUESTIONS (MCQ)**

- **Warren truss**
- **Venturi tube in a pipe channel**
- **Analysis with Mohr's circle of a clay sample in compression**

[michel.mudry@cdefi.fr](mailto:michel.mudry@cdefi.fr)

**THANK YOU !**