



# *The Degree Qualifications Profile (DQP) and Implications for Assessment*



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## *Welcome to the Webinar*

- DQP Webinar series
- NILOA's role as "harvester"
- Institutional Activity Report: <https://illinois.edu/fb/sec/704337>
- Additional resources and previous webinars may be found:

<http://www.learningoutcomesassessment.org/DQPCorner.html>

DQP In Practice

DQP Resource Kit

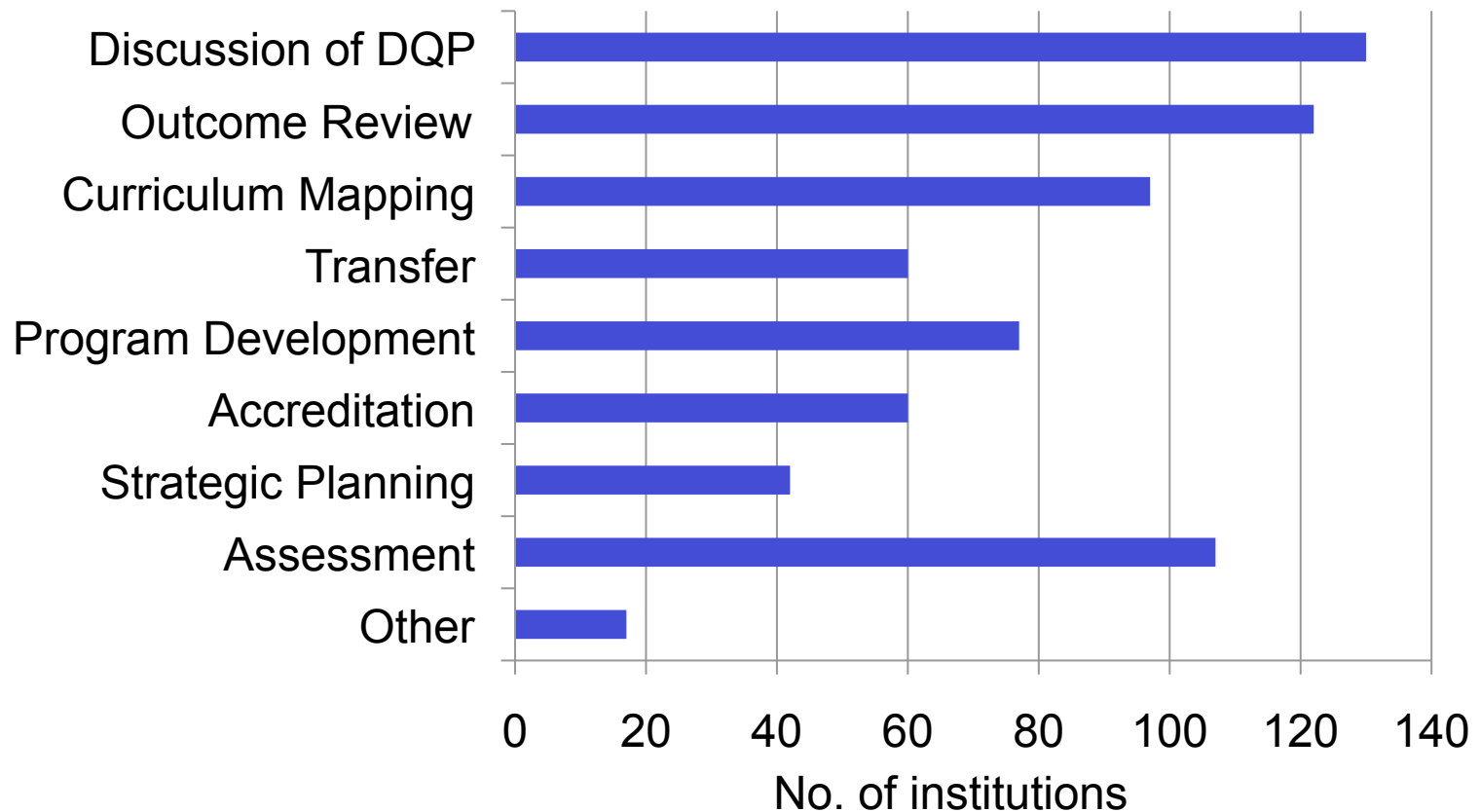
DQP Webinar Series





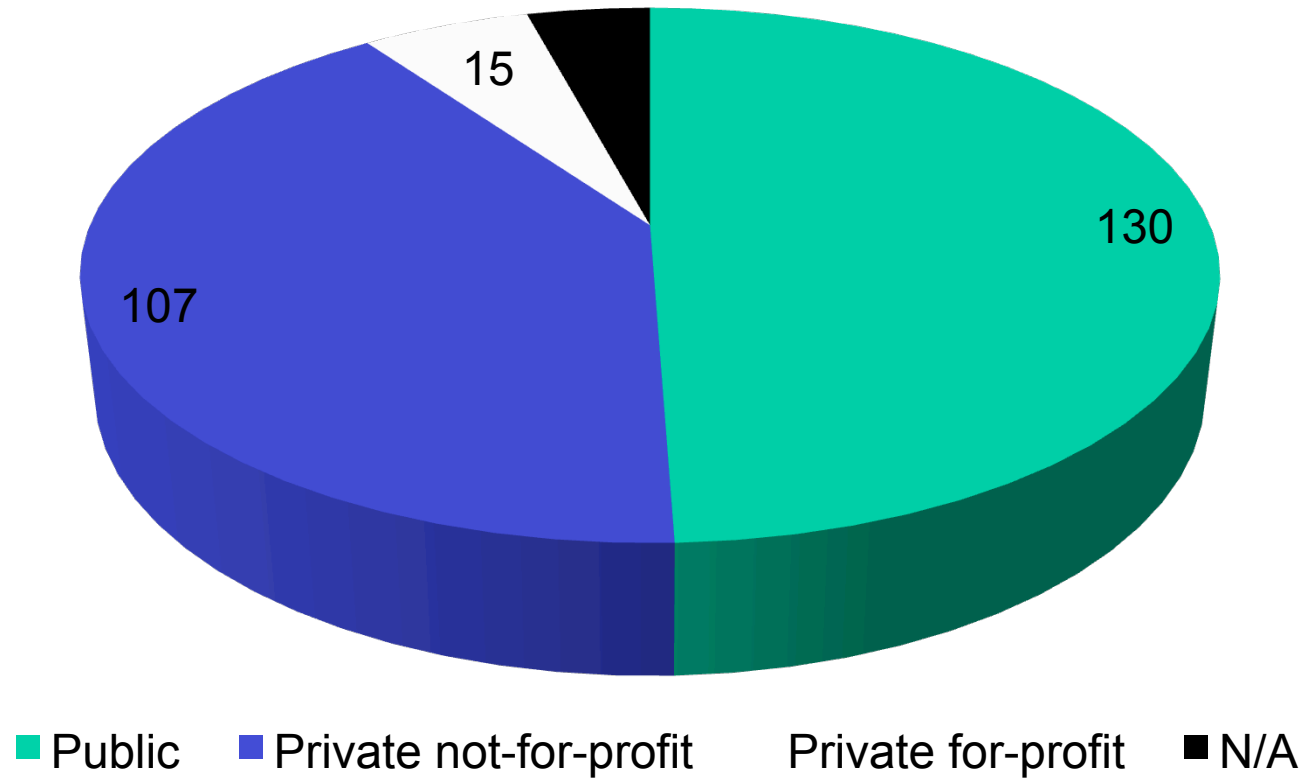
Currently 263 institutions are working with the DQP

- 114 institutions are unfunded
- 149 institutions are in Lumina funded projects





*Institutional Control of Institutions Working with the DQP*





## *Catalysts for the DQP*

- The External World is Setting Higher Expectations for Needed Learning—For Work, Civil Society, and Global Community
- Contemporary Patterns of Student Enrollment at Multiple Institutions Call for Shared Clarity about the Cross-Cutting Aims and Learning Outcomes Students Need





## *Strategy*

- The DQP Builds from Educators' Views on the Learning Students Need – and Aligns With Employer Priorities as Well (see [www.aacu.org/LEAP](http://www.aacu.org/LEAP) for employer research - and watch for a new employer survey to be released on April 10, 2013)
- The DQP is a “Beta Version” – released in draft form for broad experimentation and community feedback





## *Focus*

- The DQP Emphasizes Students' Preparation to Tackle “Unscripted Problems”—Problems that Require Students to “Think Beyond the Known”—and to **Combine Conceptual Knowledge with Evidence-Based Reasoning**—Often with Others—to
  - **Examine the Questions at Stake**
  - **Reach, Justify, and Test Conclusion(s), and**
  - **Evaluate the Implications and/or Results of Their Approach**





## *The Key Question*

- How Will We Know Whether Students Have Achieved the Intended Learning Outcomes or Competencies?
- Some Worry That a Shared Framework will Lead to Standardized Testing
- In fact, the DQP invites “Un-standardized” Assessments—Assessments that Use Student Work and Faculty Judgment in Assessing Student Progress toward Expected Levels of Learning







## *Lumina Degree Qualifications Profile (DQP)*

- Three Degree Levels: Associate, Bachelor's, and Master's
- Five Learning Areas: Specialized Knowledge, Broad/ Integrative Knowledge, Intellectual Skills, Applied Learning, and Civic Learning
- Framed as Successively Inclusive Hierarchies of “Action Verbs” to Describe Outcomes at Each Degree Level
- Intended as a “Beta” Version, for Testing, Experimentation, and Further Development





## *An Example: Communication Skills*

■ **Associate Level**: The student presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences

■ **Bachelor's Level**: The student constructs sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specialized audiences

■ **Master's Level**: The student creates sustained, coherent arguments or explanations and reflections on his or her work or that of collaborators (if applicable) in two or more media or languages, to both general and specialized audiences





## *The DQP and Assessment: NILOA Paper*

The DQP Asserts that **Every** Student Should Graduate with the Designated Competencies. This Means that:

- The Typical Approach of Setting Outcomes as “Aspirations” and Conducting Assessments of “Average” Student Performance is not Adequate
- Assessment as an “Add-On” to the Curriculum (e.g. via Standardized Test) is Not Appropriate
- Assessment Must Be Embedded in Regular Student Assignments and Examination Questions and Certified at Multiple Levels on the Way to Degree Completion





## *Some Implications*

- Curricular Mapping
- Rubrics and Assignment Templates
- Navigating the Curriculum
- Documenting Learning
- Benchmarking and Comparison





## *Curricular Mapping*

- Two-Dimensional Matrix with Courses on One Dimension and Competencies on the Other
- Entries Note Whether the Competency is Taught, Required, or Mastered at a Given Level in the Course
- Usually Done for the Highest Enrollment Courses in Both General Education and the Major
- Used to Plan Where “Signature Assignments” Should be Located







## *Rubrics and Assignment Templates*

- Rubrics Array Multiple Criteria for Judging Student Constructed Responses (to an Assignment, Test Question, etc.) at Various Levels
- Assignment Templates Support the Development of Assignments that Unavoidably Elicit Demonstration of a Particular Competency
- Assignment Templates “Mirror” Rubrics by Noting the Central Task to be Undertaken, How the Answer Should be Communicated, and How Extensive or Evidential the Response Should Be





## *Points About Assignment Templates*

- Basic Format: “Compare the Substance of [Argument X] with [Argument Y] by Means of a Written Essay [of Z Length] that Contains at Least Three Examples of Important Ways in Which these Arguments Differ”
- Should Address No More than Two or Three Competencies
- Should Combine DQP Competencies (which are broad and generic) with Subject Specific Competencies Tied to Course Content







## *Navigating the Curriculum*

- The DQP Demands that Curricular Sequences be Intentional and Cumulative (A “Vector of Learning”)
- Curricular Maps Can be Used to Plan or Revise Curricula by Displaying a Sequence of Competencies to be Mastered and the Assignments to Do This
- Allows Development of “Ability Transcripts” that Show Where Each Student Is in Mastering Competencies
- Answers the Most Commonly Posed Student Question: “Why Do I Have to Take this Course?”





## *Documenting Learning*

- Adopting DQP Requires a Competency-Positioned Student Unit Record System
- The System Should Record for Each Student Which Competency is Mastered, at What Level, at What Point in Time and Occasion, and Demonstrated through What Kind of Assessment
- Allows Mastery Data to be Linked to Registration Data
- Many Commercial Systems Work Well for This (TracDat, eLumen, WEAVE Online, etc.)





## *Benchmarking and Comparison*

- The DQP Can Act as a “Universal Translator” for Conversations About Mastery Across Institutions
  
- Works Best in Consortia of Similar Institutions
  
- Some Benchmarking Approaches:
  - Multiple Third-Party Raters
  
  - Cross Rating
  
  - Multi-Institutional Rating (Single Raters)





## *In Sum, What Does the DQP Require?*

- Requires Faculty to be Much More Systematic and Intentional than is Currently the Case in Most Places
  - Requires Careful Planning of Course Sequences and Embedded Assignments
  - Assignments and Rubrics Should be Carefully Scripted to Elicit and Judge Student Responses
  - Done in Collaboration Across Instructional Staff
- This Will Demand Considerable Attention to Faculty Development





## *A Few Observations*

- As the presentation makes clear, the DQP is not a catalyst for standardized testing.
- Rather, the DQP calls for a high degree of intentionality about competencies that students should develop “across-the-curriculum” and about well-designed assessments that BOTH foster AND demonstrate the expected learning.





## *A Few Observations (cont.)*

- There's an important distinction between “dividing out” a few competencies for assessment and external reporting, and documenting students' achievement of competencies across all five expected areas of learning.

Many campuses now choose the first course, but competency-based learning requires the second course.





## *A Few Observations (cont.)*

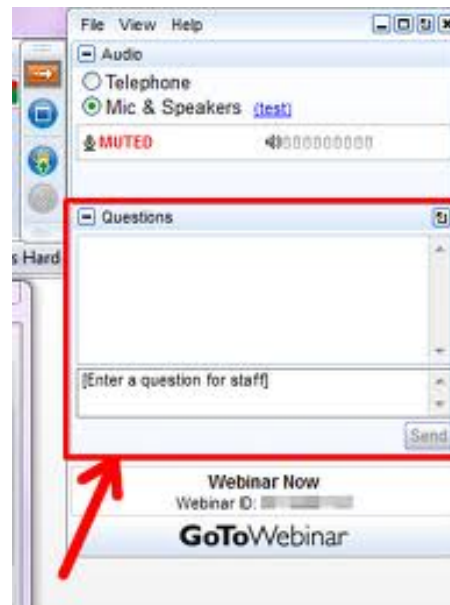
- Curriculum mapping is the key step in a student-work strategy for assessment. But faculty should not confuse DQP outcome alignment (e.g. with a campus's own GE or departmental outcomes) and curriculum mapping. They are very different!
- Faculty—acting as a community of practice—are crucial actors in making this kind of education work and in developing assignments that both deepen students' competencies and demonstrate the quality of students' achievement.





## *Question and Answers*

- Please enter any questions for either presenter into the question box on the side panel of your screen:







## *Thank you for listening!*

- Please take the time to complete our survey following the completion of the webinar
- Today's webinar will be posted here:

[http://www.learningoutcomesassessment.org/  
DQPwebinarseries.html](http://www.learningoutcomesassessment.org/DQPwebinarseries.html)

- Our next webinar is scheduled for Friday, April 26 with Cliff Adelman presenting

