

Demonstrating Educational Quality Using the DQP and Tuning

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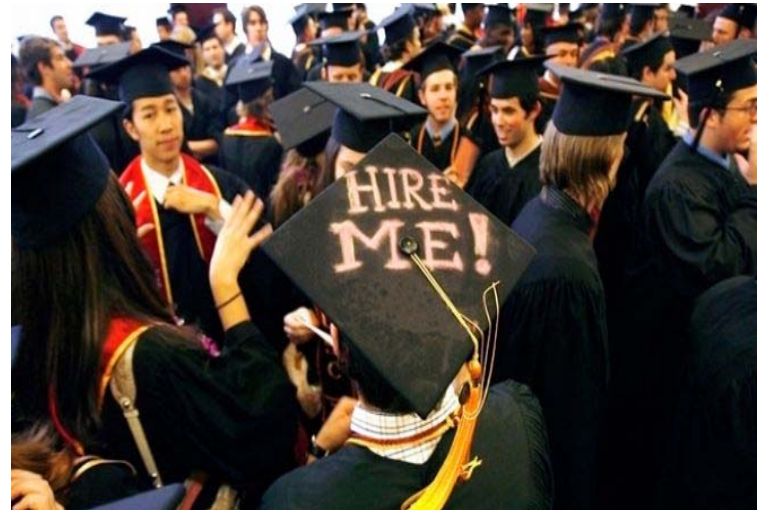
Beginning with big questions...

- What should all students be able to know and do when they graduate?

How do we know?

- How does subject matter knowledge apply in the world?

- **What should a 21st century college education signify in terms of student learning?**



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Making Learning Outcomes Usable & Transparent



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Since 2007, our mission is to discover and disseminate effective use of assessment data to strengthen student learning and advance high quality, actionable assessment work.

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Our March newsletter featuring NILOA updates, news, and upcoming conferences and programs is now available.

- [❖ EIA Designation](#)
- [❖ Change Article](#)
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<< < NILOA Calendar > >>

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

Westmont College

Westmont College's Student Achievement webpage is this month's Featured Website in the categories of Communication and Centralized Assessment Repository.

[Featured Website Archive](#)

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Better Data Are Key to Improved Performance by Students and Colleges
 Wed, Apr 13, 2016 - 08:00 am
 Kelly Field in The Chronicle of Higher Education

A report from the Bill & Melinda Gates Foundation contains insights about the lack of evidence about colleges and universities' impact on student learning. One of the main problems of this lack of evidence is that there is not enough transparency for the benefit of the public and policy makers.

Improving Rates of Success in STEM Fields
 Wed, Apr 13, 2016 - 08:00 am
 Steven Mintz in Inside Higher Education

Seeking to increase the success of non-traditional students in STEM Fields, Steven Mintz reported on the creation of a B.S. in Biomedical Science prototype program that uses various learning approaches, such as assessment.

Social Science Research Offers Insights on Pathways
 Wed, Apr 13, 2016 - 08:00 am
 Ellie Ashford in Community College Daily

Students may benefit from pathways within higher education given that they can provide students with clear, reachable goals towards graduating on time with necessary knowledge and skills.

Demonstrating educational quality & improvement



HIGHER LEARNING COMMISSION

- **Criteria 3 Teaching and Learning: Quality, Resources & Support**
 - 3A. Degree programs are appropriate; Articulates and differentiates learning goals
 - 3B. Articulates purpose, content, learning outcomes of general education; every degree engages students in collecting, analyzing communicating information...
- **Criteria 4 Teaching and Learning: Evaluation and Improvement**
 - 4A. Regular reviews; assures degree represents preparation for employment
 - 4B. Clearly stated goals and assessment; uses assessment to improve student learning

D
Q
P

<http://degreeprofile.org/>

THE DEGREE QUALIFICATIONS PROFILE

*A learning-centered framework for what college graduates should know
and be able to do to earn the associate, bachelor's or master's degree*



A blurred background image showing a crowd of people with their hands raised, suggesting a meeting or a survey. The image is in grayscale and has a soft, out-of-focus appearance.

How familiar are you with the DQP?

a: Heard about it (before today)

b: Have studied the document

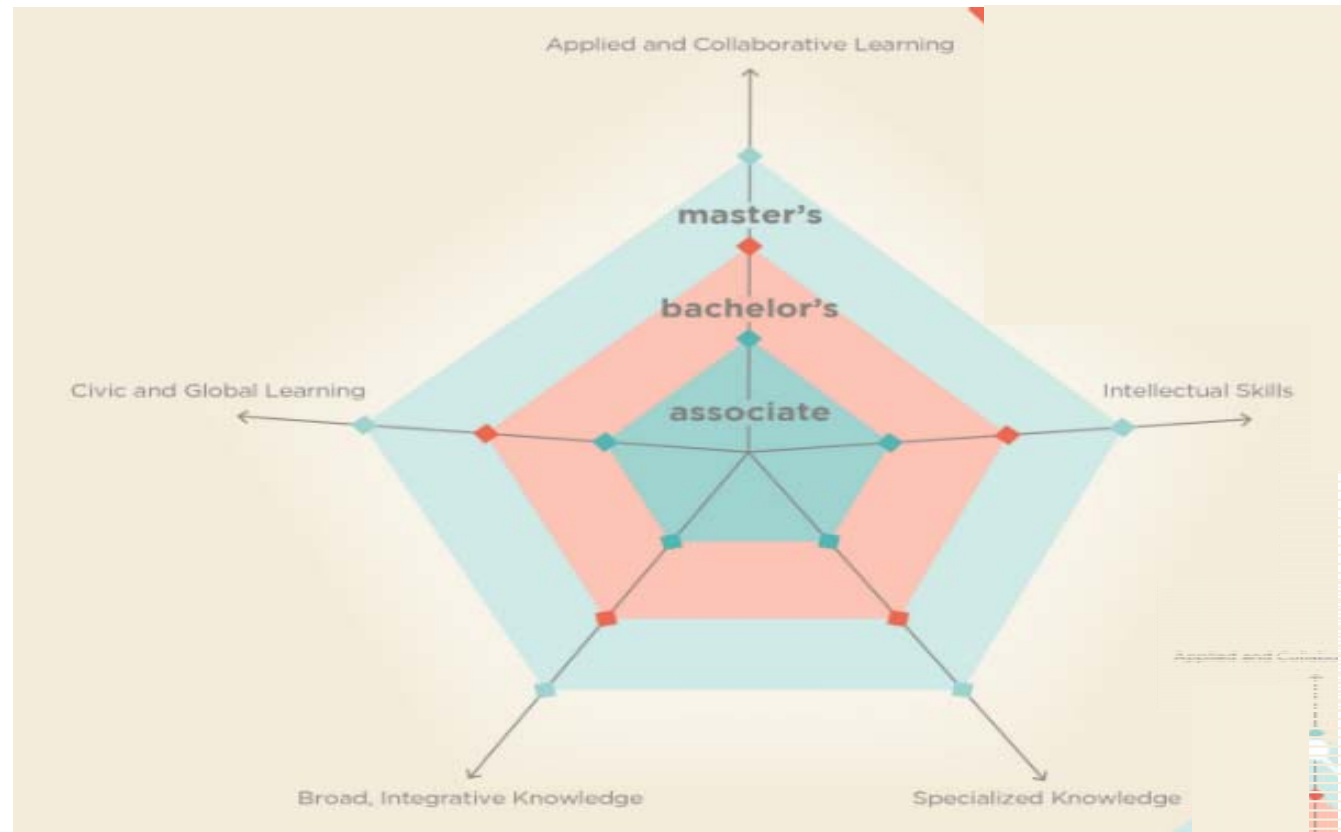
c: My campus has used the DQP

d. Helped implement the DQP on my campus

and Tuning?

What is the DQP?

- A framework for what students should be expected to know and do in all majors
- In 5 areas of proficiency
- At 3 degree levels



DQP Grid

1	Specialized Knowledge
2	Broad and Integrative Knowledge
3	Intellectual Skills
4	Applied and Collaborative Learning
5	Civic and Global Learning

4

Applied and Collaborative Learning

This category emphasizes what students can *do* with what they know. Students are asked to demonstrate their learning by addressing unscripted problems in scholarly inquiry, at work and in other settings outside the classroom. This category includes research and creative activities involving both individual and group effort and may include practical skills crucial to the application of expertise.

At the associate level, the student	At the bachelor's level, the student	At the master's level, the student
<p>Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application.</p> <p>Analyzes at least one significant concept or method in the field of study in light of learning outside the classroom.</p> <p>Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it.</p> <p>Demonstrates the exercise of any practical skills crucial to the application of expertise.</p>	<p>Prepares and presents a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how these elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field.</p> <p>Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results.</p> <p>Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context.</p> <p>Completes a substantial project that evaluates a significant question in the student's field of study, including an analytic narrative of the effects of learning outside the classroom on the research or practical skills employed in executing the project.</p>	<p>Creates a project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills gleaned from at least two fields of study in different segments of the curriculum. Articulates the ways in which the two sources of knowledge influenced the result.</p> <p>Designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of study to a practical challenge, articulates in writing or another medium the insights gained from this experience, and assesses (with appropriate citations) approaches, scholarly debates or standards for professional performance applicable to the challenge.</p>

5

Civic and Global Learning

This category recognizes higher education's responsibilities both to democracy and the global community. Students must demonstrate integration of their knowledge and skills by engaging with and responding to civic, social, environmental and economic challenges at local, national and global levels.

At the associate level, the student	At the bachelor's level, the student	At the master's level, the student
<p>Describes his/her own civic and cultural background, including its origins and development, assumptions and predispositions.</p> <p>Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.</p> <p>Provides evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience.</p> <p>Identifies an economic, environmental or public health challenge spanning countries, continents or cultures, presents evidence for the challenge, and takes a position on it.</p>	<p>Explains diverse positions, including those representing different cultural, economic and geographic interests, on a contested public issue, and evaluates the issue in light of both these interests and evidence drawn from journalism and scholarship.</p> <p>Develops and justifies a position on a public issue and relates this position to alternate views held by the public or within the policy environment.</p> <p>Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result.</p> <p>Identifies a significant issue affecting countries, continents or cultures, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.</p>	<p>Assesses and develops a position on a public policy question with significance in the field of study, taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.</p> <p>Develops a formal proposal, oral or hypothetical, to a non-governmental organization addressing a global challenge in the field of study that the student believes has not been adequately addressed.</p> <p>Proposes a path to resolution of a problem in the field of study that is complicated by competing national interests or by rival interests within a nation other than the U.S.</p>

3

Intellectual Skills

This category includes both traditional and nontraditional cognitive skills: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency and communicative fluency. Throughout, the DQP emphasizes that students should confront and interpret ideas and arguments from different points of reference (e.g., cultural, technological, political).

At the associate level, the student

At the bachelor's level, the student

At the master's level, the student

Analytic inquiry

Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question.

Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field.

Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project.

Use of information resources

Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.

Locates, evaluates, incorporates and properly cites multiple information resources in different media or different languages in projects, papers or performances.

Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance.

Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study.

Tuning: Field-Specific Reference Points

Tuning encourages faculty in **multiple institutions** to collaborate **within their respective disciplines** — and with employers — to define outcomes appropriate to different stages of progress toward degrees in those disciplines.





Tuning and the DQP are part of the same effort to *clarify* and *benchmark* what students should know and do in order to qualify both for degrees in general and for degrees in specific fields of study.

By using DQP and Tuning...

Educators can:

- Show how subject matter applies in the world
- Foster the knowledge and proficiencies students desire
- Highlight the value of colleges and universities



STUDENTS NEED TO BE ABLE TO DEMONSTRATE
THE VALUE OF THEIR LEARNING

What change has come from campus use of DQP (& Tuning)?



- 76% revised learning outcome statements
 - 69% developed more coherent/integrated program or curriculum
 - 43% designed or redesigned curricular pathways
 - 42% increased engagement of faculty
 - 28% aligned learning across the institution
 - 22% changed academic program review policies or processes
 - 20% changed course review and approval processes
- **85% reported two changes**
 - **The longer an institution worked with DQP/Tuning – the more change**

Lets show 'em how its done...



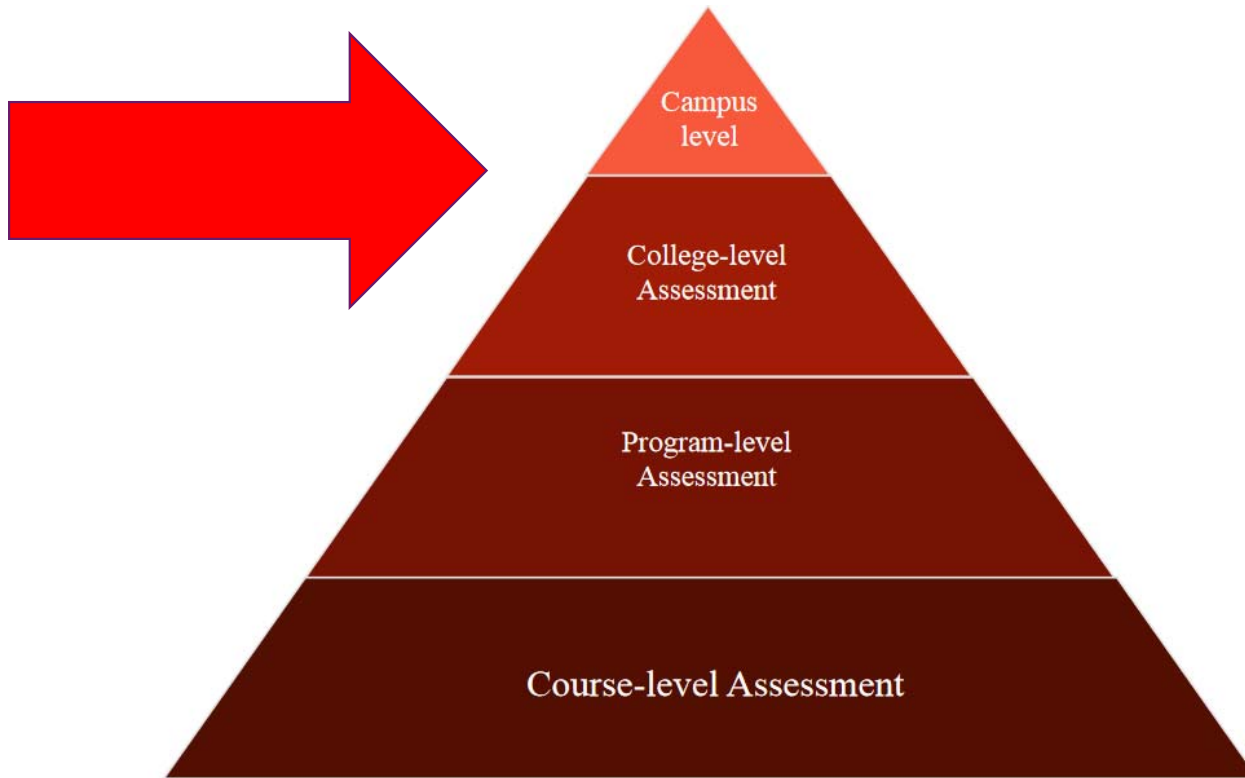
Tami J. Eggleston



Brad Mello

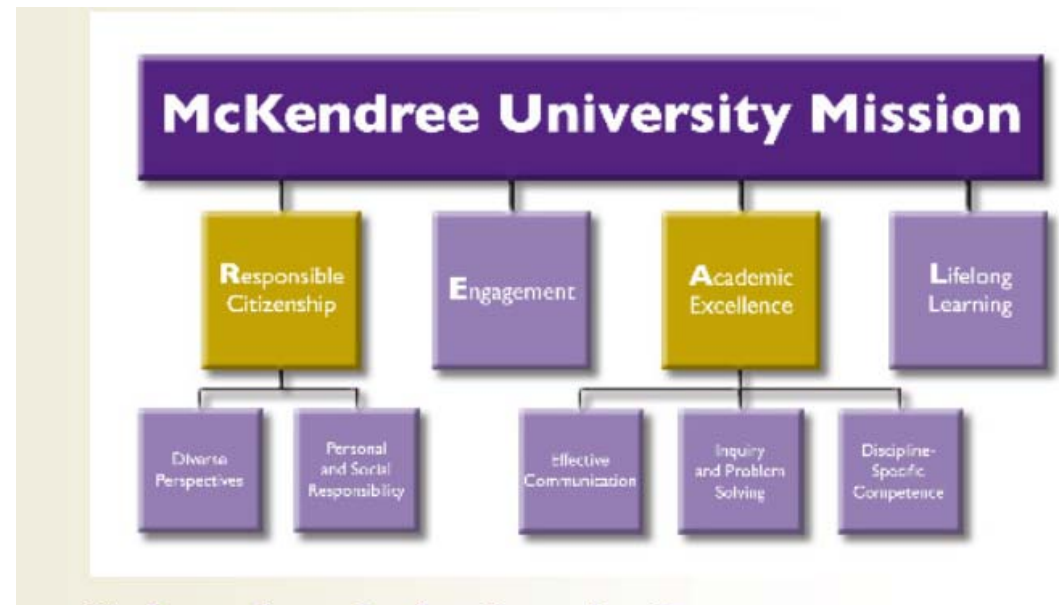
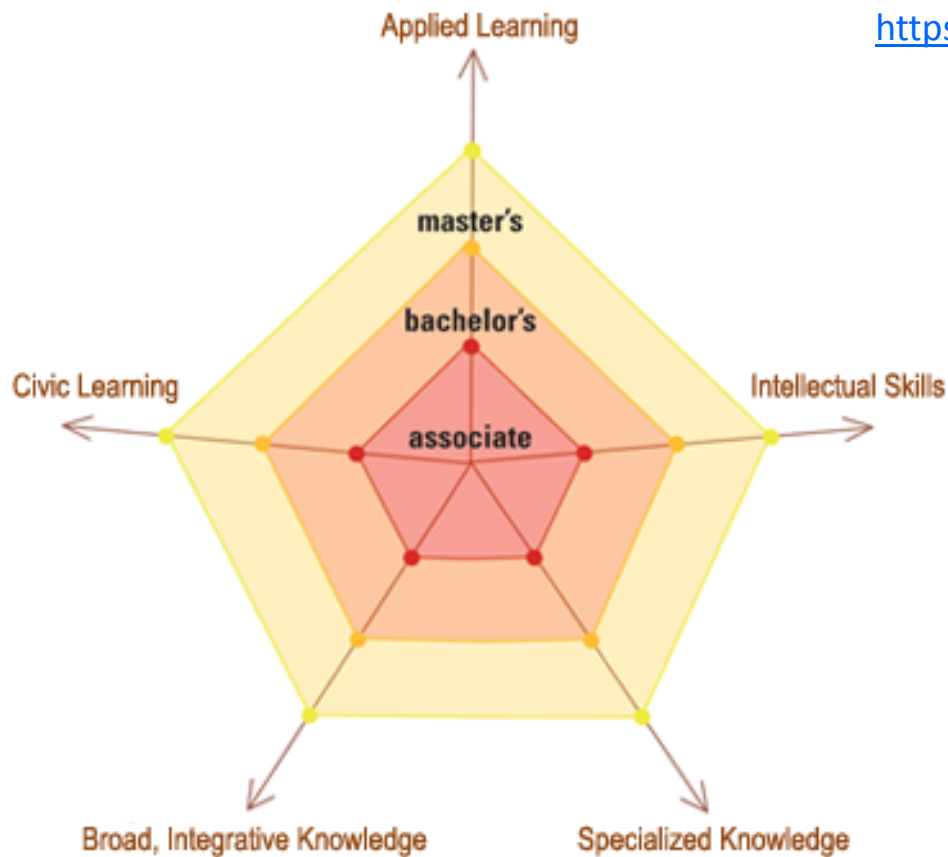


Assessment Across Various Levels & How the DQP can help!



Quality College Level & Gen Ed Assessment STARTS with student learning outcomes...

<https://www.luminafoundation.org/resources/dqp>



CROSSWALK!



McKendree University	Degree Qualifications Profile (DQP)	AAC & U LEAP	NCAA Life in the Balance
Student Learning Outcomes	Areas of Learning	Essential Learning Outcomes	Key Attributes
Appreciation of Diversity	Engaging Diverse Perspectives	Intercultural Knowledge and Competence	Sportsmanship
Personal, Social, Ethical, and Civic Responsibility	Civic Learning	Personal and Social Responsibility Civic Knowledge and Engagement Ethical Reasoning and Action	Service
Engagement Effective Communication	Communication Fluency	Written and Oral Communication Critical and Creative Thinking	Passion Learning
Inquiry and Problem Solving	Analytic Inquiry Quantitative Fluency	Inquiry and Analysis Quantitative Literacy Teamwork and Problem Solving Knowledge of Human Cultures and the Physical and Natural World	Resourcefulness
Discipline Specific Competence	Use of Information Resources Specialized Knowledge	Information Literacy	Learning
Lifelong Learning	Broad, Integrative Knowledge Applied Learning	Foundations and Skills for Lifelong Learning Integrative and Applied Learning	Balance

MACRO

- INSTITUTION
- MISSION—STUDENT LEARNING OUTCOMES
- AGGREGATE ASSESSMENT DATA

MESO

- DEPARTMENT
- PROGRAM EVALUATION/REVIEW
- AGGREGATE DATA

MICRO

- MAJOR/CLASS
- PAPERS/PROJECTS/CAPSTONES
- ASSIGNMENTS (GRADING IS NOT ASSESSMENT)

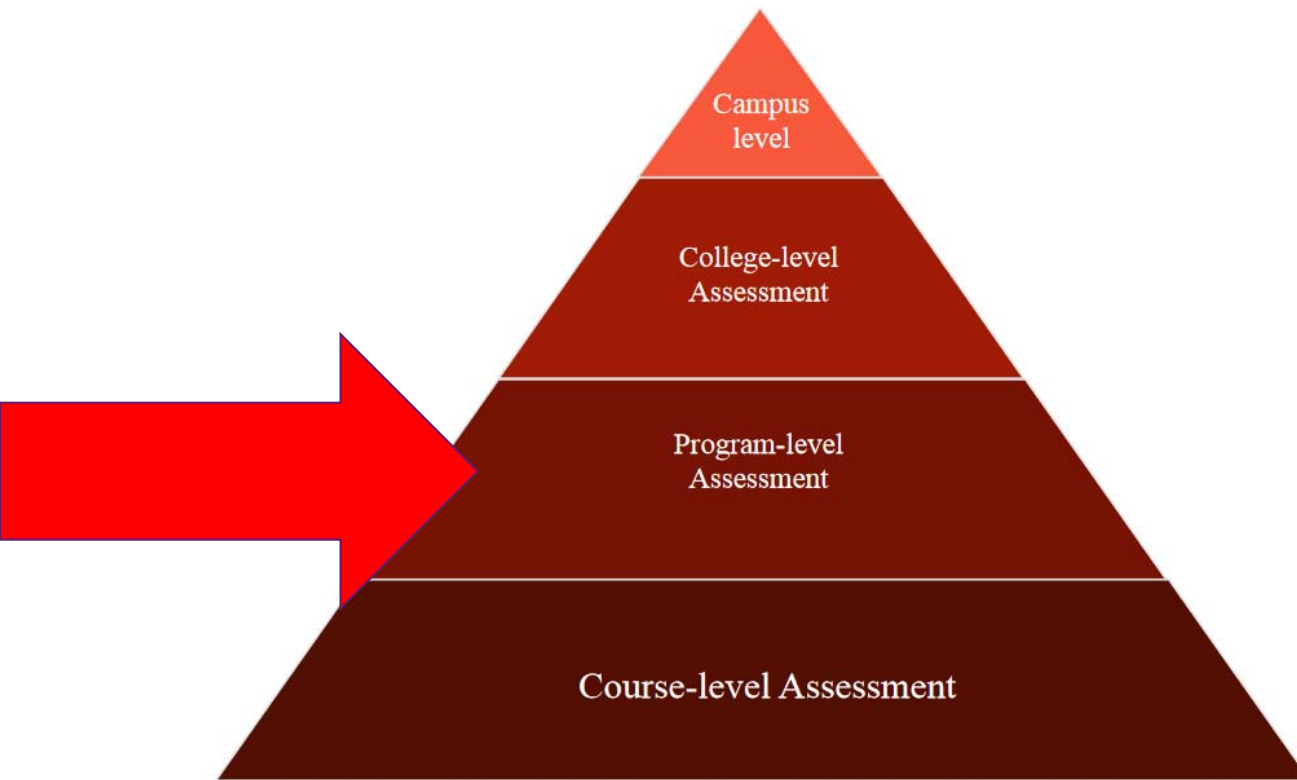


Topical Modules

- Academic Advising
- Experiences with Writing
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diverse Perspectives
- Learning with Technology
- Experiences with Information Literacy
- Global Awareness



Assessment Across Various Levels & How the DQP can help!

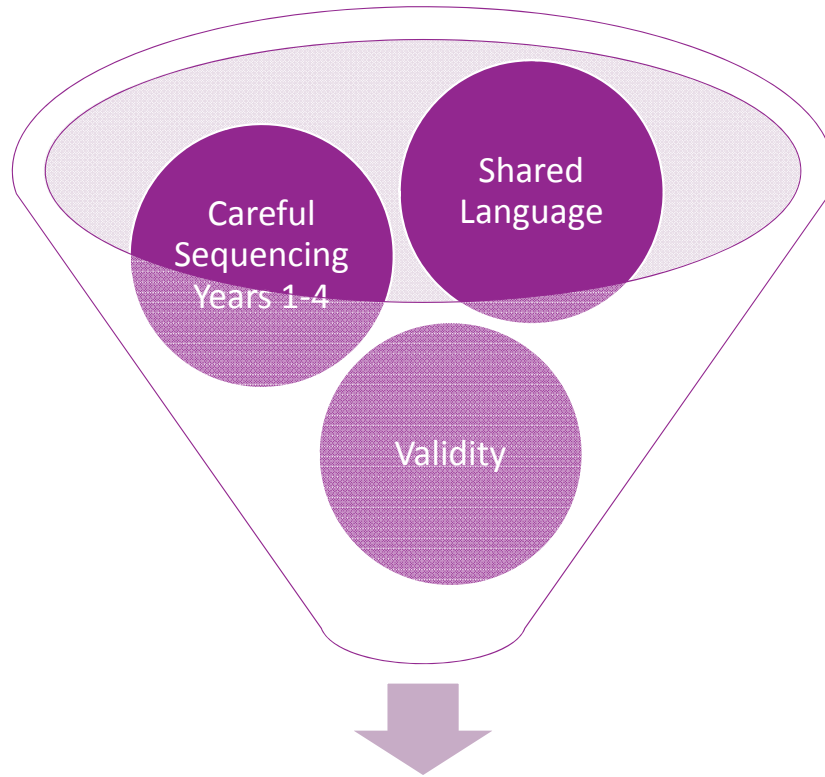


CURRICULUM MAPPING



PROGRAM COURSES	DEPARTMENT/PROGRAM STUDENT LEARNING OUTCOMES		
	#1 (Research)	#2 (Diversity and Abnormal)	#3 (Personal development)
PSY 153		X	
PSY 201	X	X	X
PSY 315	XX	XX	
PSY 494	X		
PSY 496	XX		
PSY 498			XX

MAJOR STUDENT LEARNING OUTCOME	DQP	COURSES/ ACTIVITIES	NOTES



High Quality Education & Shared Student Learning Outcomes



“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”

DyslexicKids.net

Qualities Not Measured by Most Tests

Persistence

Curiosity

Enthusiasm

COURAGE

Leadership

Creativity

Civic-Minded

Resourcefulness

Self-Discipline

Sense of Wonder

Big-Picture Thinking

Compassion

Reliability

Motivation

Humor

Empathy

Sense of Beauty

Humility

Resilience

Assessment is NOT the same as Grading!

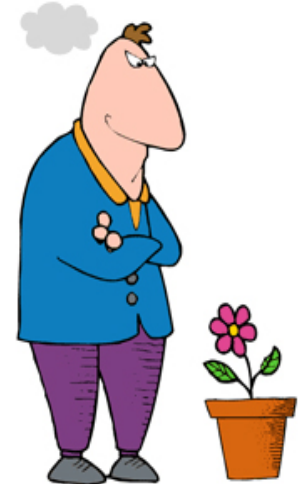
The Purpose of...

assessment
is to
INCREASE
quality.

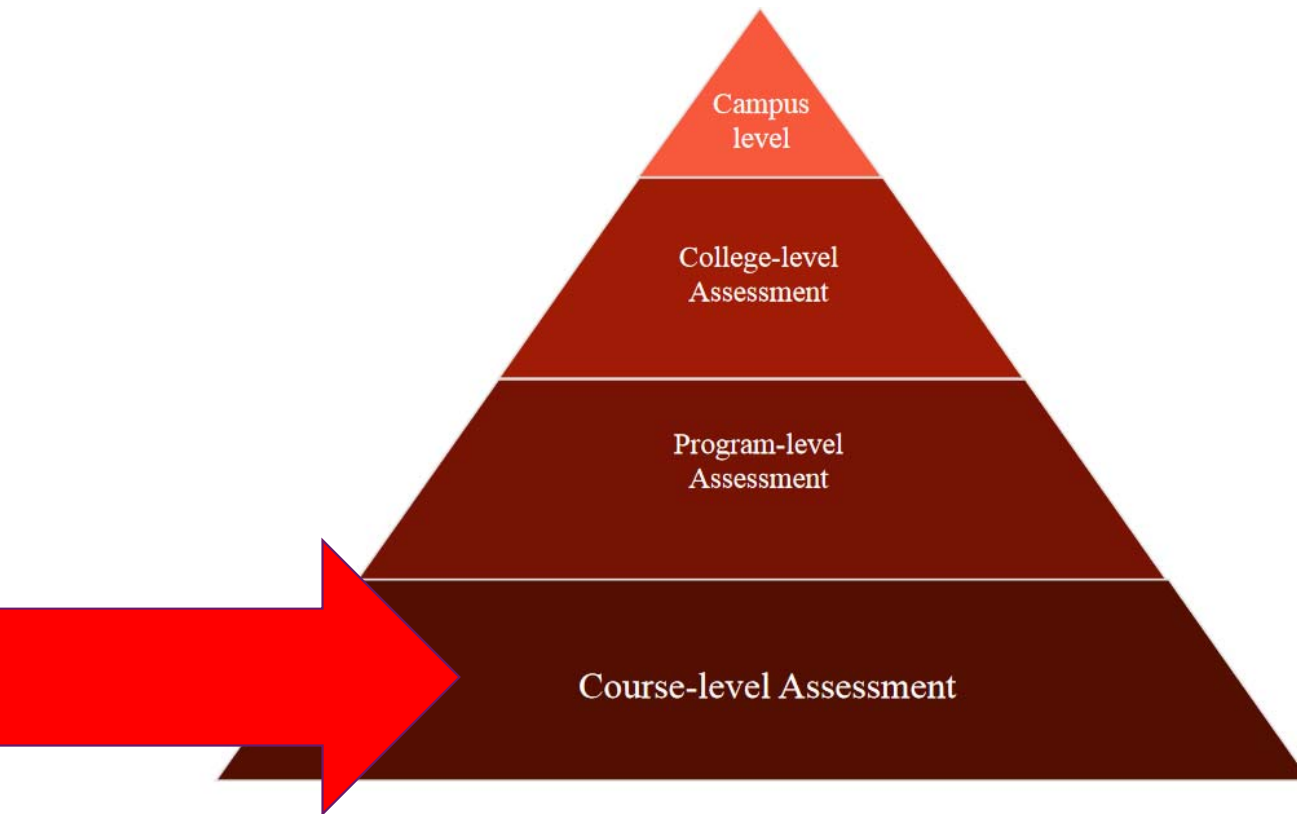


evaluation
is to **JUDGE**
quality.

Too short and not enough leaves. C-



Assessment Across Various Levels & How the DQP can help!



DQP Assignment Library

The purpose of this website is to provide a searchable online library of collegiate-level course assignments in a wide variety of academic disciplines that link to one or more proficiencies in the [Degree Qualifications Profile \(DQP\)](#).

The [National Institute for Learning Outcomes Assessment \(NILOA\)](#) has been working with groups of faculty from various institutions to revise and strengthen assignment alignment to specific proficiencies. The assignments and commentaries here are works in progress, generously shared by faculty members from a wide range of fields and institutional types committed to advancing and documenting student learning. To learn more about the assignment library initiative click [here](#). To see a list of advisors to the project click [here](#).

This library allows you to:

- Browse assignments
- Borrow and adapt an assignment to fit your needs
- Submit an assignment to the library – coming soon!
- Consult a resource
- Comment on and ask questions about assignments
- Start a conversation on your own campus
- Give us feedback!

Announcements

- Announcement! Currently accepting faculty applications for the Assignment Charrette to take place on March 9, 2015 in Boulder, Co. To learn more about the application process click [here](#).

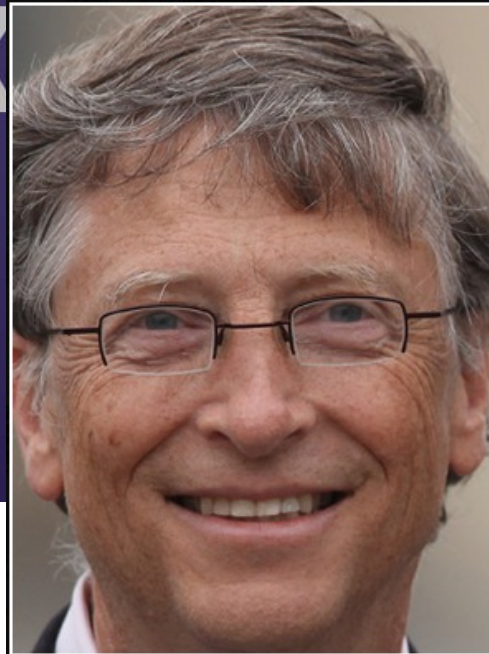
It's not the tools
you have faith in
—TOOLS ARE JUST TOOLS—
they work, or they don't work.

It's the people

YOU HAVE FAITH IN OR NOT.



STEVE JOBS, APPLE



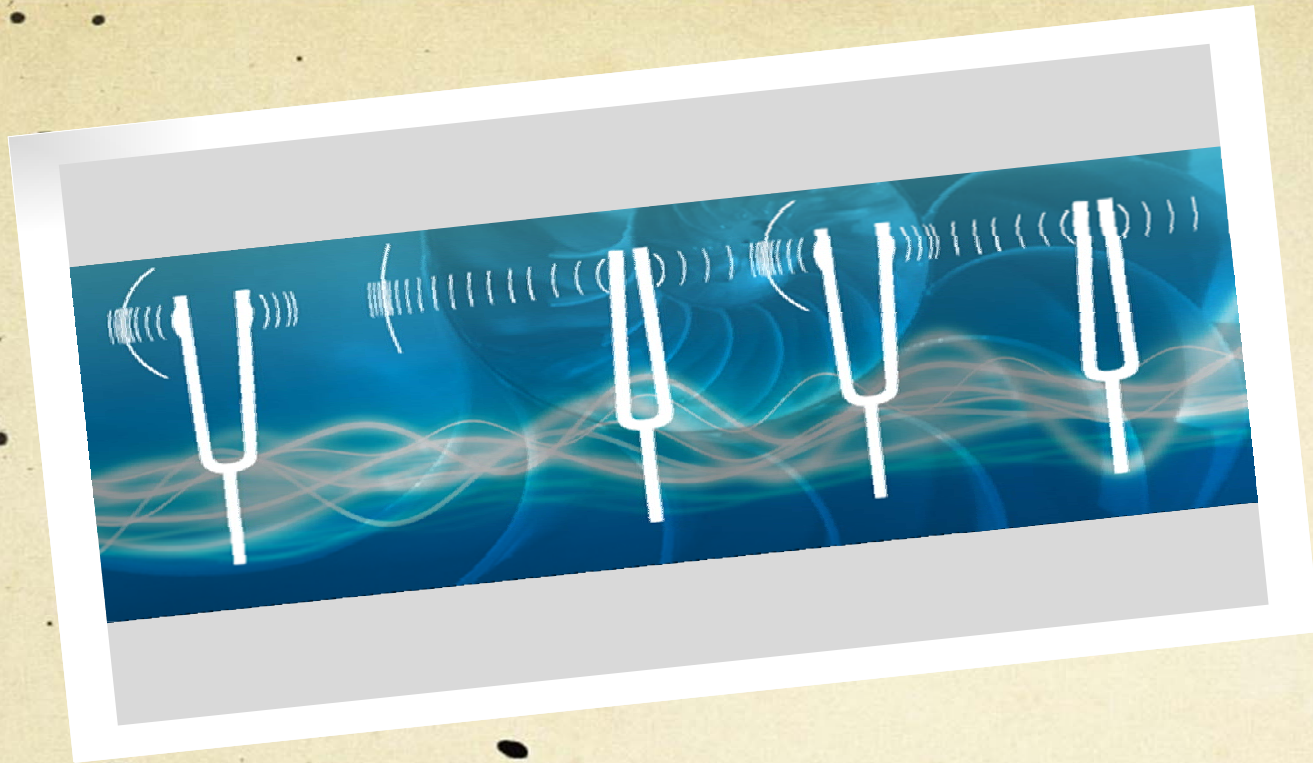
If you give people tools, and they
use their natural abilities and their
curiosity, they will develop things in
ways that will surprise you very
much beyond what you might have
expected.

— *Bill Gates* —

AZ QUOTES

**I'm a little bit DQP, he's a little bit Tuning....
They go together like Donnie and Marie! 😊**





Tuning the Disciplines

A five step process for identifying what students should know and be able to do in the major

The Tuning Process

- Identifying essential learning
- Mapping career pathways
- Consulting stakeholders
- Honing core competencies and learning outcomes;
- Implementing locally

EXAMPLE: Tuning Communication

NCA's Learning Outcomes in Communication



- Describe the Communication Discipline and It's Central Questions
- Employ Communication Theories, Perspectives, Principles and Concepts
- Engage in Communication Inquiry
- Create Messages Appropriate to the Audience, Purpose and Context
- Critically Analyze Messages
- Demonstrate the Ability to Accomplish Communicative Goals (Self-Efficacy)
- Apply Ethical Communication Principles and Practices
- Utilize Communication to Embrace Difference
- Influence Public Discourse

Writing Learning Outcomes Checklist

- Does the outcome describe what students should represent, demonstrate, or produce?
- Is the outcome driven by active verbs?
- Does the outcome align with collective intentions that are part of the curriculum and co-curriculum?
- Does the outcome map to curriculum, co-curriculum, and educational practices?
- Is the outcome collaboratively authored and collectively accepted?
- Does the outcome incorporate or adapt professional organizations' outcome statements if they exist?

Mapping the Disciplines

- **Course assignments connecting to learning outcomes**
 - Exams
 - Papers
 - Projects
 - Portfolios
- **Assessment Methods**
 - Rubrics – AAC&U's Value Rubrics Project
 - <http://www.aacu.org/value/rubrics>



Educational Quality and Student Learning!



Thank you!

What are you taking away from this session?

Your questions, comments, suggestions, examples??

<http://degreeprofile.org/>