

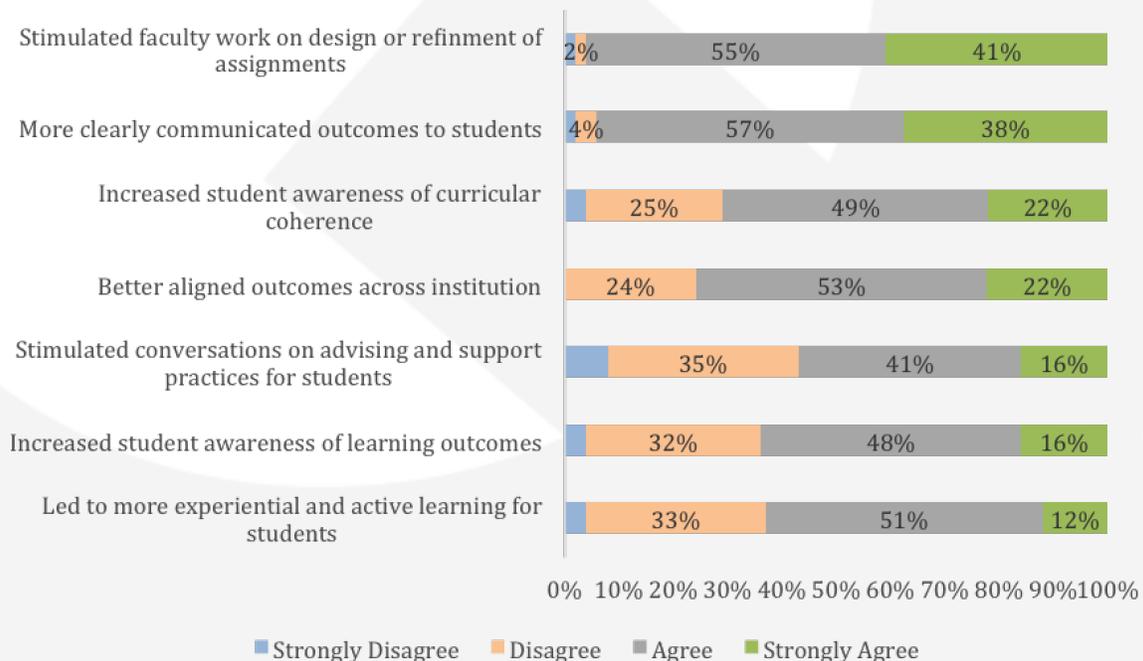


Revision and Alignment of Learning Outcomes

Institutions that worked with the DQP to revise or align their learning outcomes found the DQP a useful tool to frame and guide the effort (98%), to raise faculty awareness of scaffolding student learning at different levels (98%), and to help craft clear, action-verb driven learning outcome statements (96%). Institutions working on alignment since the initial release of the DQP in 2011 were more likely to indicate that there was increased student awareness of institutional learning outcomes, conversations with advisors, and more opportunities for students to engage in active and experiential learning. At St. Cloud University for instance, the DQP was used in combination with the LEAP Essential Learning Outcomes to develop the Husky Compact, which sets forth the essential and cross-cutting attributes of a St. Cloud State University Education.¹

Revising and aligning learning outcome statements also served to promote conversations across the campus, a necessary step toward discovering other uses of the DQP. It also helped create a shared value and purpose for those involved in the work, acting as a lever for others to join the conversations. IUPUI and Ivy Tech worked together on the AAC&U Faculty Collaborative project and reflected on this experience²

Impact of Using DQP for Revision and Alignment



1 https://www.stcloudstate.edu/assessment/documents/OurHuskyCompact_Final_Fall2015.pdf

2 <http://degreeprofile.org/example/the-dqp-in-practice-at-iupui-and-ivy-tech/>



Approaching the DQP as a set of descriptive outcomes, we are learning more about how our students demonstrate competence, how we demonstrate it, and how those create points of investigation for curricular and course and assignment development.

Daemen College first engaged with the DQP in 2011 as part of the CIC DQP project, in service of their larger effort to align department level learning outcomes and those laid out by their streamlined general education program, known as the Daemen core competencies. This project, known as the 4C's project (Connecting Course Content to core Competencies), aimed to connect learning within courses at the assignment level to institutional learning outcomes, primarily through the use of targeted assignment design outreach and workshops. This work was successful both in supporting a diverse core group of faculty in intentionally designing assignments for their classes that assessed both program-level learning as well as aspects of the core competencies. Further, the language of the DQP describing different general competencies across the curriculum allowed faculty members and administrators at Daemen to uncover areas of confusion within their competency statements, and to better facilitate conversation between faculty and administrators across disciplinary lines about next steps in their general education alignment process. Some faculty members reported that the DQP language allowed them to better communicate goals and expectations of particular course content and assignments to students.

Revision and Alignment Resources

Adelman, C. (2015, February). *To Imagine a Verb: The Language and Syntax of Learning Outcomes Statements*. (Occasional Paper No. 24). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Hutchings, P., Jankowski, N.A., & Ewell, P.T. (2014). *Catalyzing assignment design activity on your campus: Lessons from NILOA's assignment library initiative*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Hutchings, P. (2016, January). *Aligning educational outcomes and practices*. (Occasional Paper No. 26). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Accrediting Commission for Community and Junior Colleges (ACCJC). (2015, April). *Special edition: Featuring SLO projects at 16 member institutions*. Novato, CA: Author.

Copper Mountain College: Using the DQP/Tuning to Improve Student Learning Outcomes: <http://degreeprofile.org/example/copper-mountain-college-using-the-dqptuning-to-improve-student-learning-outcomes/>

Conley, D.T., & Gaston, P.L. (2013). *A path to alignment: Connecting K-12 and higher education via the Common Core and the Degree Qualifications Profile*. Indianapolis, IN: Lumina Foundation. Retrieved from: http://degreeprofile.org/press_four/wpcontent/uploads/2015/04/A_path_to_alignment.pdf

Kirkpatrick, K. (2014). DePauw University: Co-curricular inventory. <http://degreeprofile.org/example/depauw-university-co-curricular-inventory/>

DQP Assignment Library: <https://assignmentlibrary.org>

AAC&U Essential Learning Outcomes: <https://www.aacu.org/leap/essential-learningoutcomes>

Employability Skills Framework: <http://cte.ed.gov/employabilityskills/>

Multi-State Collaborative: http://www.sheeo.org/projects/msc_dy