NILOA

NILOA’s mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

- Surveys
- Web Scans
- Case Studies
- Focus Groups
- Occasional Papers
- Website
- Resources
- Newsletter
- Listserv
- Presentations
- Transparency Framework
- Featured Websites
- Accreditation Resources
- Assessment Event Calendar
- Assessment News
- Measuring Quality Inventory
- Policy Analysis
- Environmental Scan
- Degree Qualifications Profile

www.learningoutcomesassessment.org
NILOA’s role with the **DQP**

NILOA is “harvesting” (collecting, analyzing, summarizing, synthesizing) what can be learned from all of the *funded* and *unfunded* work

- Web scans
- Project meetings
- Institutional Activity Report
- Case studies (see DQP Corner)
400 institutions are using or have used the DQP, 165 funded by Lumina

- Funded: 165
- Unfunded: 235
Regional Accreditors
• ACCJC (15)
• HLC (23)
• SACS (22)
• WASC (28)

Organizations
• AASCU (6 in 3 state systems)
• AAC&U (21)
• CIC (25)

States
• Oregon (24)

http://www.learningoutcomesassessment.org/DQPNew.html#Funded
74% of Provosts Are Aware of the DQP

2013 Provost Survey

- Doctoral: 80%
- Master's: 70%
- Baccalaureate: 60%
- Associate's: 50%
- Other: 40%
DQP Awareness and Use by Institutional Type

- Doctoral
- Master's
- Baccalaureate
- Associate's
- Other

Number of Institutions

- Awareness
- Use
Awareness of DQP by Selectivity

Provost Survey 2013

Percentage of Institutions

- Special or Not Identified
- Less Competitive and...
- Competitive and...
- Very Competitive and...
- Highly Competitive and...
- Most Competitive
DQP Awareness and Use by Selectivity

- Special or Not Identified
- Less Competitive and Non
- Competitive (+)
- Very Competitive (+)
- Highly Competitive (+)
- Most Competitive (+)

Number of institutions

Awareness

Use
What We’re Learning

- 90% of early users found DQP 1.0 “dense”
- DQP is a conversation starter: offers a common vocabulary for talking about outcomes
- Spider web viewed by some as helpful (SACS), by others as confusing
- Curricular mapping: Where are students mastering these proficiencies, especially re: generated? Where are the gaps?
- Certify transfers, align and “streamline” systems
What We’re Learning

❖ Initiative fatigue

❖ Faculty engagement and ownership are essential, which take time

❖ Doing assessment right is a continuing, perennial challenge.
Cliff’s 12-minute work-out

• How and why did I get into this?
• Version 1 and Version 2: what’s different?
• Competence versus Proficiency
• Intertwining with the disciplines: the Tuning dimension
• Language rules, virtues, and their logical extensions, leading to . . .
Peter’s 12-minute work-out

• How and why did I get into this?

• Assessment implications of the DQP
  – *All* students must demonstrate proficiency
  – So assessment must be *embedded* in the curriculum
  – *Assignments* that can do this must be carefully designed to ensure that the resulting student work can be consistently scored
  – And a *record keeping* system must be in place to aggregate, analyze, and report data on student performance
  – All of this will require a good deal of *faculty development*