What the DQP Looks Like on the Ground: National Trends and Campus Examples

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The Plan

- Brief Introduction to DQP
- NILOA’s role and overview of findings
- Four campus examples
  - Process: how the DQP was introduced
  - Outcomes
  - Other benefits and surprises
- Conversation and Questions
What is the DQP?

- Using the DQP on your campus?
- For what purposes?
- Experience thus far?
What is the DQP?

- Framework that illustrates what students should be expected to know and do -- regardless of major
- Specifies five learning outcomes critical for all academic programs
  - Applied learning
  - Intellectual skills
  - Specialized knowledge
  - Broad, Integrative knowledge
  - Civic learning
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

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NILOA’s partnership with the DQP

NILOA is serving as information harvester for all of the *funded* and *unfunded* work currently going on with the DQP
NILOA and the DQP

- Document what is being done, by whom, and lessons learned;
- Identify synergies and cross-cutting issues;
- Provide support to campuses;
- Gather information to help guide the upcoming revision of the DQP.
NILOA 2013 National Survey of Chief Academic Officers
Fri, Jul 26, 2013 - 08:00 am
The 2013 national survey of Chief Academic Officers and institutional assessment practice is currently out in the field. Please take a few minutes to complete the survey if you have received an invitation. To see a copy of the survey, please click here.

Assessment: It's the Law
Thu, Jul 25, 2013 - 08:00 am
Colleen Fisherty in Inside Higher Ed
Starting this fall, Iowa's three public universities will be required by state law to create formative and summative assessments and submit proposals for using assessment to improve student learning. Faculty members will be given flexibility in defining methods of measurement and learning outcomes that will best contribute to continuous improvement.

Applying the Kolb Experiential Learning Model (ELM) to Distance Learning
Wed, Jul 24, 2013 - 08:00 am
Eric T. Moore in Faculty Focus
...
Welcome to the Degree Qualifications Profile (DQP) Corner of the NILOA website! Here you will find a variety of information and resources for institutions working with the DQP and those interested in becoming involved with or learning from other institutions’ work. NILOA is working with Lumina Foundation for Education to better understand the utility of the DQP as a framework for assessing and advancing student learning. To learn more about NILOA’s role, click here.

A Map of Institutions Using the DQP by State

Click here to see a complete list of institutions working with the DQP.

http://www.learningoutcomesassessment.org/DQPCorner.html
NILOA’s DQP Corner Resources

- New to the DQP
- DQP in Practice
- DQP Resource Kit
- DQP Webinar Series
- DQP Case Studies
- DQP Occasional Paper
The Lumina Degree Qualifications Profile (DQP): Implications for Assessment

Peter T. Ewell

Foreword by George Kuh and Stanley Ikenberry

Afterword by Carol Geary Schneider

Occasional Paper #16
learningoutcomesassessment.org
What We’re Learning
Institutional Control of Institutions Working with the DQP

Number of institutions

- **Public**: 250
- **Private**: 150
- **Private For-Profit**: 20
- **N/A**: 10

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**Legend**
- Green bar: Number of institutions.
400 institutions working with the DQP:
- 235 institutions are unfunded
- 165 institutions in Lumina funded projects

What is the nature of this work?

- Discussion of DQP
- Outcome Review
- Curriculum Mapping
- Transfer
- Program Development
- Accreditation
- Strategic Planning
- Assessment
- Other
- Missing Data

Number of Institutions: 0 50 100 150 200 250
• DQP as a conversation starter, and a common vocabulary for talking about outcomes
• Curricular mapping—where are we teaching these things, where are the gaps?
• The importance of faculty engagement, which takes time.
• The challenge of a new vision of assessment—beyond “exo-skeleton,” built into classroom assignments, for all students.
DQP has compelled faculty “to think collectively about the course sequence and program as well as degree in ways we never had before.”
On the Ground

1. Process: how the DQP was introduced and framed and how faculty were engaged

2. Outcomes of the work—e.g., transfer, sharper focus on proficiencies, new assignments...

3. Unintended or surprise benefits, lessons
Mount Wachusett Community College and
Fitchberg State University
J. Sargeant Reynolds Community College
and
Virginia Commonwealth University
Discussion

How do these stories resonate for your campus and what would you add?