THE DEGREE QUALIFICATIONS PROFILE: A FRAMEWORK FOR ASSESSING GENERAL EDUCATION

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Stefani Dawn, Oregon State University
Laurie Dodge, Brandman University

AAC&U General Education and Assessment
March 1, 2014
The Plan

• Brief Introduction to DQP
• NILOA’s role and overview of findings
• The DQP as a framework for assessing general education
• Two campus examples
• Conversation and Questions
• Resources
What is the DQP?

• Using the DQP on your campus?
• For what purposes?
• Experience thus far?

National Institute for Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent
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 successive degrees levels

*Incl ethical reasoning

& collaborative*
& global*
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 ● TUNING

www.learningoutcomesassessment.org
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 which helped inform the DQP 2.0 – currently available for comment through March 15, 2014 here:
  [http://www.luminafoundation.org/dqp](http://www.luminafoundation.org/dqp)
What We’re Learning
Institutional Control of Institutions Working with the DQP

Number of institutions

- Public
- Private
- Private For-Profit
- N/A
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
DQP has compelled faculty “to think collectively about the course sequence and program as well as degree in ways we never had before.”
The DQP as a Framework for Assessing General Education

What are the challenges in designing and assessing general education?

• To agree on outcomes, and to think of teaching and learning and curriculum in terms of outcomes

• Getting people to think about learning collectively, beyond individual courses (alignment)

• To identify assessment approaches that are valued across different fields
The DQP as a conversation starter, and a common vocabulary for talking about outcomes – “universal translator”

The DQP as a framework for curricular mapping—where are we teaching these things, where are the gaps?

The DQP as an integrated (vs exo-skeletal) model of assessment—built into classroom assignments, for all students.
DQP and General Education

104 institutions are using the DQP in relation to GE

Institutions have:

• Mapped and aligned GE learning outcomes to DQP
• Included co-curricular aspects into their GE and refocused on civic learning
• Integrated GE into major/program curriculum
• Integrated DQP and LEAP
• Moved from a distribution model to an outcome model
• Integrated signature assignments and capstone assessments on GE outcomes that occur within majors

Realized that GE is not just something done outside the discipline!
Stefani Dawn, Director Academic Programs, Assessment, & Accreditation
Oregon State University

Katie Winder, Dean of Arts, Social Sciences and Humanities
Linn-Benton Community College
Horizontal Alignment

• Aligning learning outcomes across institutions at the same level
• Particularly important for commonly transferred courses.
• Looking at general writing outcomes and WR 121 at both institutions.
  • Current SLOs derived from Writing Program Administration Council (WPA) standards
## Institutional Level Writing Student Learning Outcomes

<table>
<thead>
<tr>
<th>LBCC</th>
<th>OSU</th>
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<tbody>
<tr>
<td><strong>1.</strong> Read actively, <strong>think critically</strong>, and write purposefully and <strong>capably</strong> for academic and, in some cases, professional <strong>audiences</strong>.</td>
<td><strong>Writing I</strong></td>
</tr>
<tr>
<td><strong>2.</strong> Locate, evaluate, and ethically utilize information to <strong>communicate effectively</strong>.</td>
<td>1. Be able to use multiple writing strategies in order to <strong>explore, clarify, and effectively communicate</strong> ideas to <strong>appropriate audiences</strong>.</td>
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<td><strong>3.</strong> Demonstrate appropriate reasoning in <strong>response to complex issues</strong>.</td>
<td>2. <strong>Demonstrate an understanding of language, form, and style</strong>.</td>
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<td>3. Incorporate <strong>critical thinking</strong> at all steps in their writing process.</td>
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<td><strong>Writing II</strong></td>
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<tr>
<td></td>
<td>1. <strong>Apply multiple theories, concepts, and techniques for creating and evaluating</strong> written communication.</td>
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<td>2. Write effectively for <strong>diverse audiences within a specific area or discipline using appropriate standards and conventions</strong>.</td>
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<td>3. <strong>Apply critical thinking</strong> to writing and writing process, including revision.</td>
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Looking at the General SLOs

- Consider purpose: community college goals and audience versus a 4-year institution

<table>
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<td>Transfer students versus terminal students or technical/vocational degrees</td>
<td>Progressive curriculum, designed for 4 years.</td>
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- Alignment with national efforts (WPA)
- Purpose of general SLOs
  - Set the tone of expectation
  - Some specificity is needed for clarity of expectation and prioritization
- How well do the general SLOs need to align?
## Writing 121 - SLOs

<table>
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<tr>
<th>LBCC</th>
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<th>Audiences</th>
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<tr>
<td><strong>1.</strong> Write expository essays using such strategies as narration, definition, comparison/contrast, classification, description, examples, process analysis, cause and effect, and persuasion.</td>
<td><strong>1.</strong> Recognize and respond to a range of rhetorical situations and audiences—especially academic audiences—applying appropriate measures in format and structure; claims, support, evidence, and appeals; and voice, tone, and level of formality.</td>
<td><strong>Audiences</strong> explore, clarify, and effectively communicate <strong>Demonstrate an understanding of language, form, and style.</strong></td>
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<tr>
<td><strong>2.</strong> Identify and target an audience, purpose, and situation.</td>
<td><strong>2.</strong> Develop and reflect on strategies for the writing process, including generating, revising, editing, and proofreading texts.</td>
<td><strong>Think critically</strong></td>
</tr>
<tr>
<td><strong>3.</strong> Focus and develop a thesis.</td>
<td><strong>3.</strong> Locate, analyze, evaluate, and synthesize appropriate print and online primary and secondary sources.</td>
<td><strong>Think critically</strong></td>
</tr>
<tr>
<td><strong>4.</strong> Structure ideas clearly and logically.</td>
<td><strong>4.</strong> Articulate and integrate personal ideas with those of others ethically and effectively through writing.</td>
<td><strong>Think critically</strong></td>
</tr>
<tr>
<td><strong>5.</strong> Present material with an introduction which defines the subject and previews the content of the essay, a well-developed discussion section, and a conclusion derived from the thesis and presented material.</td>
<td><strong>5.</strong> Demonstrate knowledge of academic genre conventions, including MLA citation standards.</td>
<td><strong>Think critically</strong></td>
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<tr>
<td><strong>6.</strong> Write in a variety of expository formats including journals, reviews, and arguments.</td>
<td><strong>6.</strong> Illustrate proficiency in syntax, grammar, and spelling.</td>
<td><strong>Think critically</strong></td>
</tr>
<tr>
<td><strong>7.</strong> Revise and edit their material to reflect college-level grammar, syntax, spelling, and punctuation.</td>
<td><strong>7.</strong> Locate, interpret, paraphrase and/or summarize outside sources.</td>
<td><strong>Think critically</strong></td>
</tr>
<tr>
<td><strong>8.</strong> Read and analyze textbook and outside readings.</td>
<td><strong>8.</strong> Use outside sources with appropriate documentation, in-text citations, and works cited sections.</td>
<td><strong>Think critically</strong></td>
</tr>
<tr>
<td><strong>9.</strong> Locate, interpret, paraphrase and/or summarize outside sources.</td>
<td><strong>9.</strong> Understand the concept of plagiarism and how to avoid it.</td>
<td><strong>Think critically</strong></td>
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<td><strong>10.</strong> Use outside sources with appropriate documentation, in-text citations, and works cited sections.</td>
<td><strong>10.</strong> Understand the concept of plagiarism and how to avoid it.</td>
<td><strong>Think critically</strong></td>
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<td><strong>11.</strong> Understand the concept of plagiarism and how to avoid it.</td>
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<td><strong>Think critically</strong></td>
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The Importance and Limitations of SLOs

• Importance
  • When SLOs are paid attention to and constructed purposefully, they should serve as a guide

• Limitations
  • Kitchen sink SLOs get ignored or instructors pick and choose and there is variability in implementation.
  • SLOs are only one step in alignment (vertical or horizontal), you HAVE to look at implementation and skills attainment.
# Assignments, Grading, Attainment

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<td>• Three or more substantial essays and other informal writing assignments for a <em>minimum</em> of 3,000 words of formal, graded writing during the term.</td>
<td>• Three major papers</td>
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<td>• Ideally, students will substantially revise these essays after they receive a grade and feedback from the teacher.</td>
<td>• Supporting assignments</td>
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<td>• At least one of these essays will require research support using high-quality sources, in-text citations, and a “Works Cited” page when appropriate.</td>
<td>• Information Literacy Project</td>
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<td>• Should include an information literacy assignment and a session with the librarian if possible.</td>
<td>• Final grade of C- required</td>
</tr>
<tr>
<td>• Recommended that a practice final exam be given in the ninth or tenth week, and that they be scored using the same rubric as the holistic reading.</td>
<td>• Grading criteria (rubric)</td>
</tr>
<tr>
<td>• A two-part final exit exam will be holistically graded and will count as 30% of the total course grade. Instructors’ grades of classroom activities, projects, and assigned activities are worth 70% of the final grade.</td>
<td>✓ Quality and depth of thinking</td>
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<td>✓ Organization and coherence</td>
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<td>✓ Style and technique</td>
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<td>✓ Use of genre conventions</td>
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Needs and Next Steps

• Identify, clarify, and prioritize
  • What are THE CRITICAL SKILLS for the freshman and sophomore writer?

• Compare rubrics and assessment criteria
  • OSU is going to participate in the LBCC grading session.

• Revisit SLOs

• Further develop internal vertical alignment (writing progression) and horizontal alignment (200-level)
Laurie Dodge, Vice Chancellor of Institutional Assessment and Planning; Vice Provost
Brandman University
Brandman University
Serves working adults, part of the Chapman University system
Private, non-profit
In California & Washington @ 27 campuses with Blended and Fully Online Delivery
7,500 students (FTE)
72 full-time faculty, 1,500 adjunct faculty
4 Academic Schools
Associate, baccalaureate, masters, and doctoral programs
Brandman University General Education Revision Process

1. Applied Learning
2. Innovation & Creativity
3. Civic Engagement
4. Global Cultures
5. Integrated Learning
General Education Revised Step 1: BA

Incorporation of Basic Skills
- Quantitative Reasoning
- Communication Fluency

Required Core Courses of Liberal Education Foundation
- LBSU 302 – Information Fluency & Academic Integrity
- LBSU 300 – Liberal Arts Core Foundation

Disciplinary Skills Requirement
- Discipline-based Writing Course
- Disciplinary Foundations Course

Brandman University BA/S degree requirements
General Education Revised Step 2: AA

Incorporation of Basic Skills

Quantitative Fluency (note-Quantitative Reasoning in BA)
Communication Fluency

Required Core Courses of Liberal Education Foundation

LBSU 100 – Student Success Strategies
LBSU 105 – Academic Foundations

Learning Outcomes

Written Fluency
Oral Fluency
Quantitative Fluency
Applied Learning*
Innovation & Creativity*
Global Cultures/Engaging Diverse Perspectives*

*Note: Aligned with DQP Brandman University Degree Qualifications at BA level
Curriculum Maps & Assessment Process

- University Degree Qualifications for BA degree mapped to upper division required courses across all majors
  - Program Assessment conducted (2013) for Integrated Learning and Civic Engagement
- General Education outcomes mapped to specific lower division courses
- Assessment conducted through...
  - Signature Assignments in Courses
  - Rubrics based on VALUE Rubrics
  - Ongoing assessment for population of students
  - First Program Assessment Spring 2014 for all outcomes

Brandman University Approach: 4-point Rubrics and Course Embedded Assessment
Brandman University General Education
Shared across Four Schools

GET Faculty

Arts & Science

Education

Business & Professional Studies

Nursing & Health Professions

General Education Team (GET) chaired by the School of Arts & Science Dean and includes Assessment Office staff
Discussion

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

The Kolb Experiential Learning Model (ELM) is a widely recognized framework that guides learners through regular cycles of concrete experience, reflection, abstract conceptualization, and active experimentation. In this post, faculty member Eric T. Moore discusses how this model can be applied to the field of distance learning. He provides specific examples and practical strategies for instructors to use in their courses.
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](http://www.learningoutcomesassessment.org/DQPCorner.html).

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

- Working with the DQP? Tell us here:
  [http://www.learningoutcomesassessment.org/InstitutionInfoCaptureForm.aspx](http://www.learningoutcomesassessment.org/InstitutionInfoCaptureForm.aspx)
National Institute for Learning Outcomes Assessment

January 2013

The Lumina Degree Qualifications Profile (DQP):
Implications for Assessment

Peter T. Ewell

Foreword by George Kuh and Stanley Ikenberry

Afterword by Carol Geary Schneider

http://www.learningoutcomesassessment.org/occassionalpapersixteen.htm
Thank you!

Website:  
http://www.learningoutcomesassessment.org/DQPCorner.html  
Email: njankow2@illinois.edu