The DQP and Tuning USA: Partners in Advancing Student Learning

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What the World Needs Now

A 21st century liberal and liberating education requires aligning learning experiences so that **ALL** students acquire the knowledge, dispositions and proficiencies to be personally and economically self sufficient and civically responsible. Two initiatives that serve this purpose are the Degree Qualifications Profile (DQP) and the Tuning process as implemented in the United States.
Overview

• A word about NILOA
• The DQP
• Tuning USA
• Assignment design initiative
Since 2008, NILOA’s mission has been to discover and disseminate effective uses 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 SCANS** • **DEGREE QUALIFICATIONS PROFILE**
- **TUNING USA** • **COACHING** • **ASSIGNMENT DESIGN**

[www.learningoutcomesassessment.org](http://www.learningoutcomesassessment.org)
Welcome to NILOA

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

In the News | Archive

**Educating Minds Online**
Fri, Jan 02, 2015 - 08:00 am
James M. Lang in the Chronicle of Higher Education

James Lang writes about his interview with Michelle Miller, Co-Director of Northern Arizona University’s first-year learning program, and her new book, Minds Online: Teaching Effectively With Technology. The various ways that technology can help in pedagogy and learning to increase student motivation and engagement, as well as issues with online programs, are discussed.

**Room to Experiment**
Tue, Dec 30, 2014 - 08:00 am
Carl Straumsheim in Inside Higher Ed

Ball State University has developed two new high-tech classrooms centered on the concept of active learning. By incorporating both technology and changes in pedagogy to enable more in-class collaboration and discussion, as opposed to a lecture-style approach, student engagement is on the rise.

**How Big Money Can, and Can’t, Shake Up Teaching**
Mon, Dec 29, 2014 - 08:00 am
Dan Barrett in the Chronicle of Higher Education

Dan Barrett highlights efforts by Harvard University and the University of Michigan, which have devoted $40 and $25 million, respectively, to faculty members to experiment with and improve learning. However, while money sends an effective message on the importance of learning, it is not enough if the motivation, time, and infrastructure for innovation are missing.
Making Assessment Matter
NILOA’s partnership with the DQP/Tuning

- NILOA is serving as information harvester for all of the *funded* and *unfunded* work currently going on with the DQP and Tuning
  - Institutional Activity Report
  - Web scans
  - Project meetings
  - Case studies
  - Surveys
NILOA and DQP/Tuning

• Document what is being done, by whom, and lessons learned;

• Identify synergies and cross-cutting issues;

• Provide support and resources to campuses
How many are currently, or have used, DQP/Tuning on your campus?
How are you using it?
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 degree levels
What is Tuning?

- A faculty driven process to define learning outcomes within a specific discipline (for instance history, engineering, or communication).

- Generally undertaken with faculty from multiple institutions or consortia-based approaches.

- Involves consultations with employers, colleagues, students, and alumni.
How the DQP/Tuning have been used

- More than 500 colleges and universities adapting and utilizing the DQP/Tuning
- Regional accreditation initiatives at four of seven regional accreditors
- Sector association pilots (AASCU, AAC&U)
- Innovative implementations (CIC)
- Disciplinary associations (AHA, NCA)
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

what
What is the DQP/Tuning process?

why
Why do we need the DQP and Tuning?

how
How do we implement the DQP and Tuning?
Roadmap

http://degreeprofile.org/roadmap/roadmap-cover/
DQP/Tuning

• Coherent, intentional pathways
• Sequenced, integrated learning
• Transparency and portability
• Quality assurance
• Inclusion and equity
• Collaboration

• It’s all about students!
DQP/Tuning 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 conversation starter, and a common vocabulary for talking about outcomes – “universal translator”

• The DQP/Tuning as a framework for curricular mapping—where are we teaching these things, where are the gaps?
• Tuning “has allowed us to think strategically about how we communicate our program to students and employers”

• Tuning “allows us to involve various stakeholders in understanding what our students know and can do”

• Tuning has “given us ways to be transparent about our value to others”
Institutions have used DQP/Tuning

- Review learning outcomes statements
- Curriculum mapping
- General education
- Transfer between 2 and 4 year
- Program development
- Accreditation
- Strategic planning
- Assessment
- Participation in a statewide of national Tuning process
Institutional Readiness

How would you (or have you) introduced the DQP/Tuning to campus?

• Value and Purpose
• Who to involve?
• How to introduce and communicate?
Examples of Use

• Aligning learning outcomes
• Curriculum mapping
• Identifying and analyzing gaps
• Assessing student learning

Are you doing any of these activities on your own campus?
DQP/Tuning Coach

• 11 coaches are available
• Experience with DQP, Tuning, and assessment
• Composed of faculty, administrators, and staff
• Available for a one-day visit to campus
• 22 visits currently arranged

http://degreeprofile.org/coaches/
The DQP Assignment Library

• 40-some assignments aligned with DQP proficiencies
• Designed and used by faculty from a wide range of fields and institutional types
• Online, indexed, and searchable
• A work in progress

http://www.assignmentlibrary.org/
Why

• To build on campus efforts already underway and to respond to requests from those wanting to move in this direction.
• To provide models, examples, and templates that others can learn from, adapt, or borrow.
• To demonstrate that faculty-made assignments provide more actionable information for improvement than other, more distant forms of assessment.
• To honor and make visible the intellectual work of assignment design
NILOA Occasional paper #16:

The DQP: Implications for Assessment

http://learningoutcomesassessment.org/occasionalpapersixteen.htm
Assessment must be embedded in the work that faculty members assign – *not* an “add on” measure, or an “exo-skeletal” approach.
Assessment and the DQP

Evidence from a **sample** of students is not sufficient to demonstrate the levels of mastery outlined in the DQP

Assess a Sample

Assess Mastery For All
What We Did

• Invited faculty applications (with a draft assignment)
• Brought faculty members from around the country together for a day-long meeting
• Worked in 5-6 person, facilitated “charrettes”
What’s a “charrette”?

"Charrette" (Fr.) means a small cart. Because architecture students once deposited their assignments in it as the cart was rolled through the studio, architects now use the word to refer to an intense creative effort in a limited time period.
Participant Feedback

• “The assignment design focus is so obviously needed ... but that need doesn't become visible and obvious... until brought to conscious attention in the charrette.”

• 76% of participants said “it helped me more clearly see my assignment through my students’ eyes.”

• 59%: “I’m more aware of aligning my assignments with desired institutional outcomes.”

• One of the most meaningful experiences with the DQP
Productive Questions

1. How is the assignment related to course goals?
2. How is it related to larger program goals?
3. Is the assignment clear to students? How might they misconstrue it and what can be done to raise the likelihood of a successful response?
4. What do students learn from doing the assignment?
5. Is the assignment pitched at the right level, given students’ preparation and experience?
More Questions

6. How could the assignment more effectively motivate students to do their best work?

7. Are the criteria used for assessing student performance clear and explicit?

8. What does a good student response look like?

9. Are there aspects of the assignment you’d like to reconsider or redesign?

10. What kind of feedback (from whom) would help you strengthen this assignment?
Design Principles

• Assignment design begins with looking at what students must do to demonstrate mastery of a proficiency
  • Example from one of the six cross cutting themes in the DQP - Analytic Inquiry - in the area of Intellectual Skills
    • Associate’s Level – identify and frame a problem or question in a field of study and distinguish elements of ideas, concepts...
    • Bachelor’s Level – differentiate and evaluate theories and approaches ...within chosen field and one other
    • Master’s Level – disaggregate, reformulate and adapt, principal ideas, techniques... in a project
More Guiding Principles

• Alignment with critical outcomes

• Scaffolding

• Engagement and Motivation
  J. Bean’s “Task as intriguing Problem”--(TIP), 2011.
Assignment Library:

www.assignmentlibrary.org
National Institute for Learning Outcomes Assessment
November 2014

Catalyzing Assignment Design Activity on Your Campus:
Lessons from NILOA’s Assignment Library Initiative

Pat Hutchings, Natasha A. Jankowski, & Peter T. Ewell

www.learningoutcomesassessment.org

http://www.learningoutcomeassessment.org/niloaassignmentlibrary.htm
What additional resources or materials are needed to help advance work with DQP and Tuning?
Questions? Comments?
Resources

DQP/Tuning: http://degreeprofile.org/

NILOA:
http://www.learningoutcomeassessment.org/

Assignment Library:
http://www.assignmentlibrary.org/