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= ASSOCIATION =

National Institute for  
Learning Outcomes Assessment  
Making Learning Outcomes Usable & Transparent



Lumina™  
FOUNDATION

# **2016 Texas Conference on Introductory History Courses**

**August 5-6, 2016  
San Antonio College**

# National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

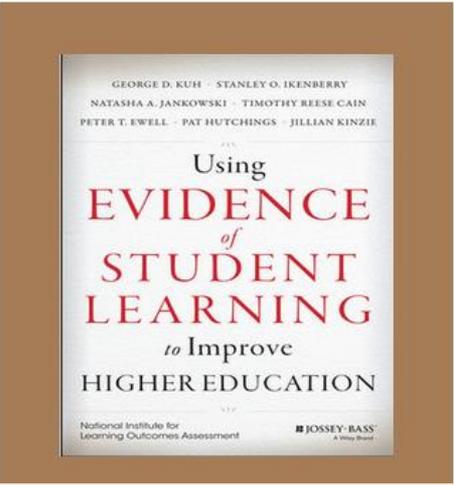
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In NILOA's twenty-seventh occasional paper, authors Karen Singer-Freeman and Linda Bastone discuss ways to encourage students' engagement and success in a large general education course.

- Policy Statement
- Alverno Case Study
- NILOA Newsletter
- Occasional Paper**
- NILOA Job Opening



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### Do You Assign Enough Reading? Or Too Much?

Mon, Aug 01, 2016 - 08:00 am  
Charlie Wesley in The Chronicle of Higher Education

In hopes of making reading a more meaningful experience within classrooms, Charlie Wesley shares advice on how to incorporate reading assignments into curricula while making sure that students are learning during the process.

### Tests and Writing, Not Tests or Writing

Mon, Aug 01, 2016 - 08:00 am  
David Gooblar in Vitae

While the disciplinary differences between humanities and STEM courses are real, David Gooblar argues that they both ought to use tests and writing assignments when conducting formative assessments.

[www.learningoutcomesassessment.org](http://www.learningoutcomesassessment.org)

NILOA'S WORK:

THE

KINDS OF HIGHER

ED PROJECTS

IN WHICH YOU

ALREADY ENGAGE

# PROJECTS THAT ARE:

- ◆ **FOCUSED ON STUDENTS AND THEIR LEARNING**
- ◆ **FACULTY-LED**
- ◆ **COLLABORATIVE (across different disciplines & institutions)**
- ◆ **GUIDED BY THE JUDGMENT OF DISCIPLINE EXPERTS**
- ◆ **GROUNDED IN FLEXIBLE TOOLS, *NOT* RIGID, FIXED FORMULAS**
- ◆ **PREMISED ON THE DIVERSITY AND AUTONOMY OF EDUCATIONAL SYSTEMS AND INSTITUTIONS**
- ◆ **DIRECTED BY THE ACTUAL WORK THAT ACTUAL STUDENTS WORKING IN ACTUAL CLASSES WITH ACTUAL INSTRUCTORS PURSUE**



**What should students know, understand, and be able to do when they complete a degree?**

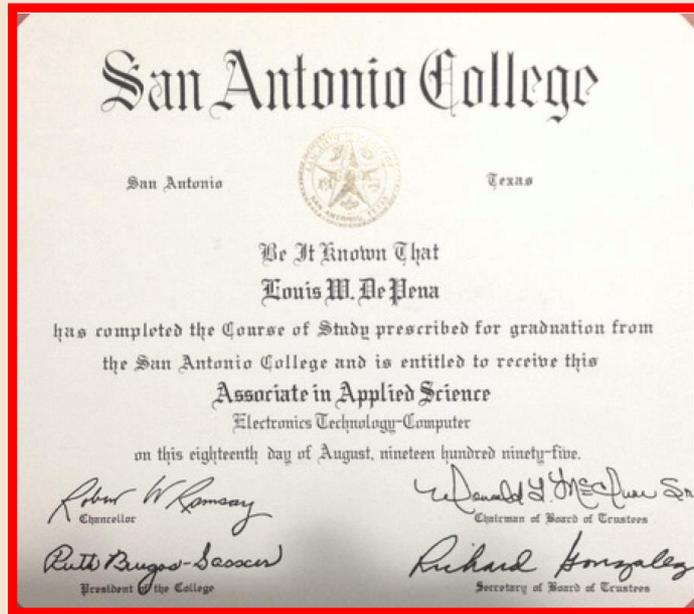


**What should students know, understand, and be able to do when they complete a major?**

**Assignment Library**

**How can our course exercises best reflect – and document – our students' learning?**

# THE MEANING OF A DEGREE



seat time?  
Carnegie credit hours?  
grade point averages?  
required courses?  
clinical hours?  
earnings?

*All of these suggest what a degree represents in terms of **numbers**.*

*What does a degree represent in terms of **learning**?*

-How clearly do we **define** and **align** the learning developed by different degrees ?

**THE QUESTIONS  
ADDRESSED BY THE  
DQP,  
TUNING, AND THE  
ASSIGNMENT  
LIBRARY**

-How well do we document the learning  
learning at different degree levels?

-How well do different groups (students, parents,  
employers, communities, policymakers)  
understand these learning goals?

-**When** do students complete these assignments?  
-when they complete a degree?  
-when they enter a program of study?

-How well do we clarify these objectives and  
expectations to **secondary schools & other post-  
secondary institutions?**

D  
Q  
P

**A discussion of  
majors, degrees,  
and learning has,  
perhaps, never  
been so timely**



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Educational Structures  
USA

D  
Q  
P

**Jan. 28, 2015**  
**Report from the Carnegie  
Foundation for the  
Advancement of Teaching**

**THE CARNEGIE UNIT**

A CENTURY-OLD STANDARD IN A CHANGING EDUCATION LANDSCAPE



**Carnegie Foundation**  
for the Advancement of Teaching

**Tuning**

Tuning  
Educational Structures  
USA

**The Carnegie unit “plays a vital administrative function in education, organizing the work of students and faculty in a vast array of schools and colleges.”**

**“It was never intended to be a proxy for the quality of student learning.”**

**But it is not an "impenetrable barrier to innovation and improvement.”**

**"The most important step educators and education policymakers should take toward making American education a more transparent and flexible enterprise is to systematically test**

***new learning standards,  
high-quality assessments,  
and accountability models***

**that focus greater attention on student learning."**

**“We applaud the work of the Lumina Foundation’s **Degree Qualifications Profile**, . . . [which] define[s] the skills and knowledge students should possess at the associate’s, bachelor’s, and master’s degree levels, regardless of the subjects they study.”**

**The DQP “define[s], in common terms, the high-level skills that students need”**

**in order to get “beyond fragmented learning, where too many students experience disconnected or incoherent pathways to completion.”**

**emphasis on  
shared reference points,  
skills, competencies,  
structures, integration,  
sequence, collaboration**

**DQP**

**the knowledge, proficiency,  
learning, and assessment  
*components*  
of intentional curricula**

## THE CARNEGIE UNIT

A CENTURY-OLD STANDARD IN A CHANGING EDUCATION LANDSCAPE

BY ELENA SILVA, TAYLOR WHITE, AND THOMAS TOCH



Carnegie Foundation  
for the Advancement of Teaching

**the report continues . . .**

**“Faculty is also at the heart of a related effort to create shared expectations at the discipline and program levels.**



**Called “**tuning,**” the faculty-led process creates common frameworks for learning in specific disciplines and degree programs.”**



**““We need some way to say at a certain point [that] a student has competency in his field and here’s how we know it,” says Norm Jones, a history professor at Utah State University.**

**““[But] we don’t want standards built by someone else and imposed upon us, with their rules and their language.””**

# KEY ELEMENTS OF TUNING

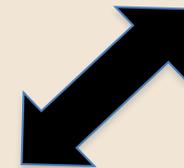
**define the  
discipline core**



**talk with  
stakeholders**



**outline  
career paths**



**revisit &  
revise**



**share &  
implement**

# THE BASICS

- 
- A **framework** for what students should be expected to know and be able to do at different degree levels (associate / bachelor / master)
  - Clarifies what a degree means in terms of specific learning outcomes and proficiencies
  - Offers us a **thoughtful, shared language** through which we can express these educational aims



# THE BASICS OF THE DQP

- What** is the learning we want to occur at different degree levels?
- Where** does it occur?
- How do we know** it has occurred?
- How can we **align** our teaching with what students need for high-quality learning, work, and civic life?
- Proposes 5 key areas of proficiency** (essential areas of learning)

D

1

Specialized Knowledge

Q

P

D  
Q  
P

**1**

**Specialized Knowledge**

**2**

**Broad and Integrative Knowledge**

# D Q P

**1**

**Specialized Knowledge**

**2**

**Broad and Integrative Knowledge**

**3**

**Intellectual Skills**

# D Q P

**1**

**Specialized Knowledge**

**2**

**Broad and Integrative Knowledge**

**3**

**Intellectual Skills**

**4**

**Applied and Collaborative Learning**

# D Q P

**1**

**Specialized Knowledge**

**2**

**Broad and Integrative Knowledge**

**3**

**Intellectual Skills**

**4**

**Applied and Collaborative Learning**

**5**

**Civic and Global Learning**

**EACH CAST AT  
DIFFERENT  
LEVELS OF  
SOPHISTICATION  
AS DQP MOVES  
UP THE DEGREE  
LADDER**

**Specialized Knowledge**

**Broad and Integrative Knowledge**

**Intellectual Skills**

**Applied and Collaborative Learning**

**Civic and Global Learning**

Associate Level

Bachelor's Level

Master's Level

1

**Specialized Knowledge**

## Specialized Knowledge

At the associate level, the student...

2

**Broad and Integrative Knowledge**

Describes the scope of the field of study, its core theories and practices, using field-related terminology, and offers a similar description of at least one related field.

3

**Intellectual Skills**

Applies tools, technologies and methods common to the field of study to selected questions or problems. Generates substantially error-free products, reconstructions, data, juried exhibits or performances appropriate to the field of study.

4

**Applied and Collaborative Learning**

5

**Civic and Global Learning**

Associate Level

Bachelor's Level

Master's Level

1 Specialized Knowledge

## Specialized Knowledge

At the bachelor's level, the student...

Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.

Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.

Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge.

2 Broad and Integrative Knowledge

3 Intellectual Skills

4 Applied and Collaborative Learning

5 Civic and Global Learning

Associate Level

Bachelor's Level

Master's Level

1

**Specialized Knowledge**

## Specialized Knowledge

At the master's level, the student...

2

**Broad and Integrative Knowledge**

Elucidates the major theories, research methods and approaches to inquiry and schools of practice in the field of study, articulates their sources and illustrates both their applications and their relationships to allied fields of study.

3

**Intellectual Skills**

Assesses the contributions of major figures and organizations in the field of study, describes its major methodologies and practices and illustrates them through projects, papers, exhibits or performances.

4

**Applied and Collaborative Learning**

Articulates significant challenges involved in practicing the field of study, elucidates its leading edges and explores the current limits of theory, knowledge and practice through a project that lies outside conventional boundaries.

5

**Civic and Global Learning**

# WHAT IS *N O T* INVOLVED?

- 
- The DQP does not specify what to teach or how to deliver content.
  - It's not “one size fits all”
  - Many potential versions (proficiencies an institution selects, modifies, ignores, or adds)
  - The DQP does not limit learning to the material and exercises that occur in courses.

## WHAT IS INVOLVED?

**D** -recognizing that the completion of courses or accumulation of hours on their own are not a meaningful proxies for learning

**Q** -students must achieve faculty-determined levels of proficiencies

**P** -requires *demonstrations* of students' progress toward agreed-upon knowledge and skills over the entirety of their educational journey



# WHO HAS USED THE DQP/TUNING?

- 680 colleges and universities adapting and utilizing DQP/Tuning
- Regional accreditation initiatives with four of seven regional accreditors
- Sector association pilots (AAC&U, Amer. Assoc. State Coll. and Univer.)
- Disciplinary associations (AHA, NCA)



## INSTITUTIONS HAVE USED THE DQP AS A TOOL FOR . . .

- revising and aligning an institution's learning outcomes
- general education and program review
- aligning an institution's learning outcomes with external expectations
- improving student transfer
- creating curricular pathways



***Another important contribution DQP/Tuning  
can make for our students:***

**Clarify the *transferable* skills our  
courses and assignments  
develop**

**Help students create a more  
persuasive narrative of their  
educational experience**

# “Three things people can do in the classroom that robots can't”

Tell a story. Solve a mystery. Give a hug.



“Translated” into history’s proficiencies?

Construct a narrative.

Generate a question and analyze a puzzle.

Approach a complex problem empathetically.

D  
Q  
P

# “DQP/Tuning coach” program

<http://degreeprofile.org/coaches/>



Tuning  
Educational Structures  
USA

# a DQP “elevator speech”



**The DQP asks educators to clarify – *and demystify* -- the core goals and the key skills pursued by their disciplines and degrees.**

**We want to answer a basic question: when students complete a degree, what should they know, understand, and be able to do?**

**We ask this question to understand our own roles and responsibilities in higher education.**

**And we want our students to understand clearly what they take from their studies into further education, employment, and civic life.**

D  
Q  
P

# RESOURCES



Tuning  
Educational Structures  
USA

## RESOURCES (1)

DQP home page: <http://degreeprofile.org/>

### **HOW INSTITUTIONS HAVE USED THE DQP:**

[http://degreeprofile.org/press\\_four/wp-content/uploads/2016/08/rev\\_alignment\\_outcomes\\_Final714.pdf](http://degreeprofile.org/press_four/wp-content/uploads/2016/08/rev_alignment_outcomes_Final714.pdf)

[http://www.learningoutcomesassessment.org/documents/DQP\\_impact\\_study.pdf](http://www.learningoutcomesassessment.org/documents/DQP_impact_study.pdf)

[http://www.learningoutcomesassessment.org/documents/DQP\\_meaningful\\_change.pdf](http://www.learningoutcomesassessment.org/documents/DQP_meaningful_change.pdf)

### **USING THE DQP WITH GEN ED REFORMS:**

[http://degreeprofile.org/press\\_four/wp-content/uploads/2016/07/Gen-Ed\\_2\\_Final.pdf](http://degreeprofile.org/press_four/wp-content/uploads/2016/07/Gen-Ed_2_Final.pdf)

### **LINKING FACULTY WORK TO THE DQP:**

[http://degreeprofile.org/press\\_four/wp-content/uploads/2016/08/Thinking-professors-guide-to-DQP.pdf](http://degreeprofile.org/press_four/wp-content/uploads/2016/08/Thinking-professors-guide-to-DQP.pdf)

### **MAKING LARGE CLASSES FEEL SMALL:**

<http://learningoutcomesassessment.org/occasionalpapertwentyseven.html>

### **CARNEGIE REPORT: comments on DQP/Tuning and student learning:**

*The Carnegie Unit: A Century Old Standard in a Changing Education Landscape,*

[http://cdn.carnegiefoundation.org/wp-content/uploads/2015/01/Carnegie\\_Unit\\_Report.p  
df](http://cdn.carnegiefoundation.org/wp-content/uploads/2015/01/Carnegie_Unit_Report.pdf)

## RESOURCES (2)

**COMMUNITY COLLEGES INVOLVED IN DQP:** <https://illinois.edu/blog/view/1542/>

**CASE STUDY OF DQP AT KANSAS CITY KANSAS COMMUNITY COLLEGE:**  
[http://degreeprofile.org/press\\_four/wp-content/uploads/2014/09/DQP-KCKCC.pdf](http://degreeprofile.org/press_four/wp-content/uploads/2014/09/DQP-KCKCC.pdf)

**KCKCC LEARNING OUTCOMES:** <http://www.kckcc.edu/academics/assessment/learning-outcomes>

### **THE DQP AND ASSESSMENT ISSUES:**

*The Lumina Degree Qualifications Profile (DQP): Implications for Assessment,*  
<http://www.learningoutcomesassessment.org/documents/DQPop1.pdf>

*Learning Outcomes Assessment in Community Colleges,*  
<http://www.learningoutcomeassessment.org/documents/communitycollege.pdf>

*Lessons from an assessment pioneer, Alverno College*  
<http://www.learningoutcomesassessment.org/AlvernoCaseStudy.html>

*Assessment management systems*  
[http://www.learningoutcomesassessment.org/documents/assessment\\_management\\_systems.pdf](http://www.learningoutcomesassessment.org/documents/assessment_management_systems.pdf)

*Students and assessment: Pat Hutchings*  
<https://www.livetext.com/2016/06/13/ltac-speaker-spotlight-students-can-bring-learning-assessment/>

### **AAC&U'S "QUALITY COLLABORATIVES" TOOLKIT:**

<http://leap.aacu.org/toolkit/projects/quality-collaboratives/resources-for-participants>

## RESOURCES (3)

### **DQP ASSIGNMENT LIBRARY:**

<http://www.assignmentlibrary.org/>

### **RUBRICS: AAC&U VALUE rubrics**

<http://www.aacu.org/value/rubrics>

### **WRITING LEARNING OUTCOMES: Active, operational verbs**

Clifford Adelman, "Use and Problems in the Language of Discipline-Based Qualification Statements: Learning from Tuning and its Analogues"

<http://www.tuningjournal.org/index.php/tuning/article/view/30/18>

\_\_\_\_\_, *To Imagine a Verb: The Language and Syntax of Learning Outcomes Statements*

[http://learningoutcomesassessment.org/documents/Occasional\\_Paper\\_24.pdf](http://learningoutcomesassessment.org/documents/Occasional_Paper_24.pdf)

### **AAC&U EMPLOYER SURVEY: *Falling Short? College Learning and Career Success,***

<http://www.aacu.org/sites/default/files/files/LEAP/2015employerstudentsurvey.pdf>

**21<sup>st</sup>-C Learning:** Levy, F. and R. Murnane (2012): *Dancing with Robots: Human Skills for Computerized Work*, Third Way, Fresh Thinking, NEXT, 28.

<http://content.thirdway.org/publications/714/Dancing-With-Robots.pdf>

### **AAC&U RESOURCES FOR COMMUNITY COLLEGES:**

<http://leap.aacu.org/toolkit/?s=community+college&x=0&y=0>

## RESOURCES (4)

### **TUNING**

[https://facultycollaboratives.digication.com/albertines\\_faculty\\_collaboratives\\_eportfolio/Tuning\\_Explained](https://facultycollaboratives.digication.com/albertines_faculty_collaboratives_eportfolio/Tuning_Explained)

[http://degreeprofile.org/press\\_four/wp-content/uploads/2014/12/What-is-Tuning.pdf](http://degreeprofile.org/press_four/wp-content/uploads/2014/12/What-is-Tuning.pdf)

[http://degreeprofile.org/press\\_four/wp-content/uploads/2014/09/History-of-Tuning.pdf](http://degreeprofile.org/press_four/wp-content/uploads/2014/09/History-of-Tuning.pdf)

### **TUNING IN A PROFESSIONAL SOCIETY: AMERICAN HISTORICAL ASSOC.**

<http://www.historians.org/teaching-and-learning/current-projects/tuning>

### **TUNING IN A PROFESSIONAL SOCIETY: NAT'L COMMUNICATIONS ASSOC.**

<http://www.natcom.org/tuningproject/>

### **REPORTS ON GENERAL EDUCATION (Assoc. Amer. Colleges & Univ.)**

General Education Maps and Markers

<https://www.aacu.org/sites/default/files/files/publications/GenEdDesignPrinciples.pdf>

General Education Transformed: How We Can, Why We Must

<https://www.aacu.org/publications/general-education-transformed>

### **GEN ED REFORM, UTAH STATE UNIVERSITY: expectations for new course proposals in different division of USU's Gen Ed program**

[http://www.usu.edu/provost/academic\\_programs/geduc\\_univstud/designation\\_criteria.cfm](http://www.usu.edu/provost/academic_programs/geduc_univstud/designation_criteria.cfm)

### **GEN ED IN THE CITY UNIVERSITY OF HONG KONG**

<http://www.cityu.edu.hk/edge/ge/>

### **"NON-STANDARD, UNSCRIPTED PROBLEMS" ADDRESSED IN DQP:**

<http://www.learningoutcomeassessment.org/documents/EwellDQPop1.pdf> (pp. 24-25)