2016 Texas Conference on Introductory History Courses
August 5-6, 2016
San Antonio College
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?

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?

- How well do we document the learning?

- How carefully do we progressively intensify the learning at different degree levels?

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

- When do students understand these goals? 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?
A discussion of majors, degrees, and learning has, perhaps, never been so timely.
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
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 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
- **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)
1. Specialized Knowledge
2. Broad and Integrative Knowledge
1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills
1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills
4. Applied and Collaborative Learning
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

At the associate level, the student...

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.

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.
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.
Specialized Knowledge

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

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.

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.

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.
WHAT IS NOT 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?

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

- students must achieve faculty-determined levels of proficiencies

- 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
FLEXIBLE AND VARIABLE TOOLS
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.
“DQP/Tuning coach” program

http://degreeprofile.org/coaches/
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.
RESOURCES
RESOURCES (1)


HOW INSTITUTIONS HAVE USED THE DQP:

USING THE DQP WITH GEN ED REFORMS:

LINKING FACULTY WORK TO THE DQP:

MAKING LARGE CLASSES FEEL SMALL:
[http://learningoutcomesassessment.org/occasionalpapertwentyseven.html](http://learningoutcomesassessment.org/occasionalpapertwentyseven.html)

CARNEGIE REPORT: comments on DQP/Tuning and student learning:
COMMUNITY COLLEGES INVOLVED IN DQP: https://illinois.edu/blog/view/1542/


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

THE DQP AND ASSESSMENT ISSUES:


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


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

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


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

TUNING IN A PROFESSIONAL SOCIETY: AMERICAN HISTORICAL ASSOC.

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
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

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)