

AMERICAN HISTORICAL
= 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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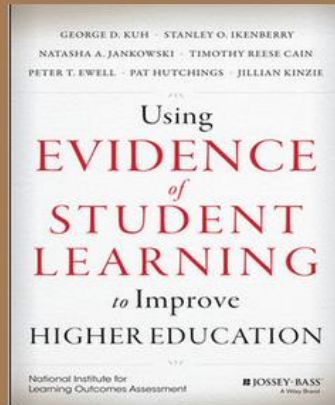


Welcome to NILOA



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

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?

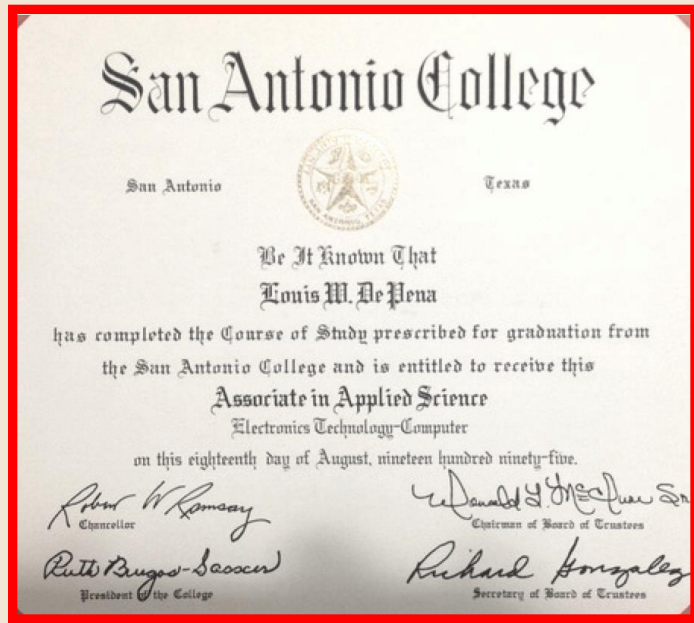


What should students know, understand, and be able to do when they complete a major?



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 ?

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

-How

-How
learn

-How
employers,
understand

-**Wh**

-w

-w

-How

expectations to **secondary schools & other post-secondary institutions?**

D
Q
P

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



Tuning
Educational Structures
USA

D
Q
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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



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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.”

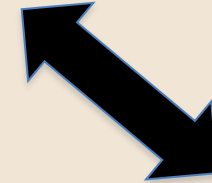
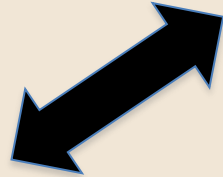


““We need some way to say at a certain point [that] a student has competency in his field and here’s how we know it,” says Norm Jones, a history professor at Utah State University.

““[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**



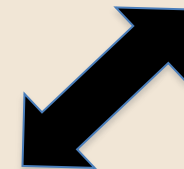
**talk with
stakeholders**



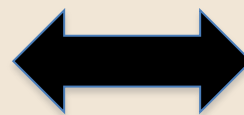
**outline
career paths**




**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
Q
P

1

Specialized Knowledge

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...

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.

2

**Broad and
Integrative
Knowledge**

3

Intellectual Skills

4

**Applied and
Collaborative
Learning**

5

**Civic and Global
Learning**

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.

Associate Level

Bachelor's Level

Master's Level

1

Specialized Knowledge

Specialized Knowledge

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

2

Broad and Integrative Knowledge

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

3

Intellectual Skills

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

4

Applied and Collaborative Learning

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.

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.**

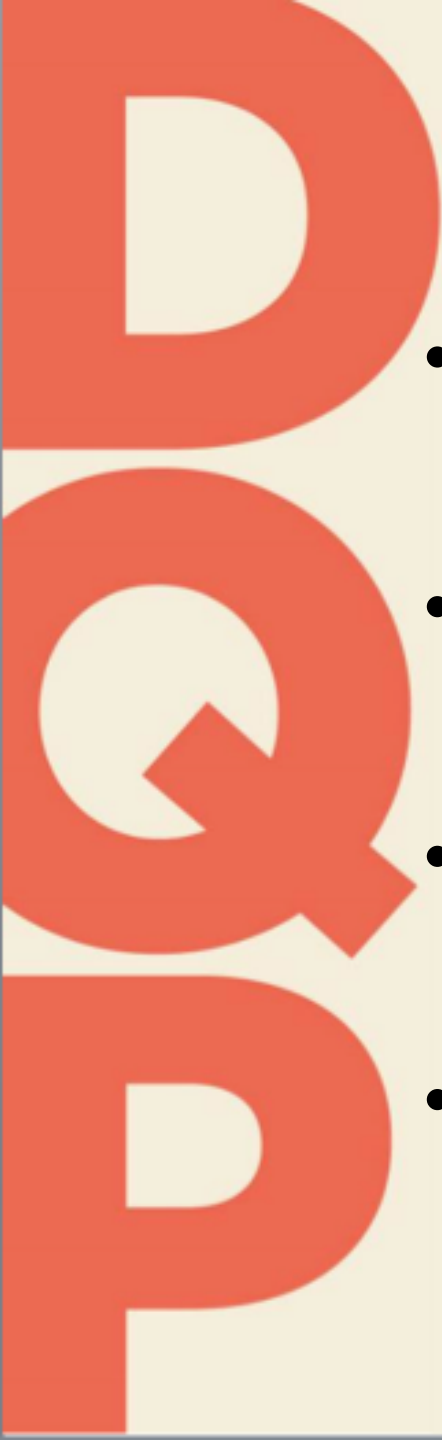
WHAT IS INVOLVED?



-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



Tuning
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USA

***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/>



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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



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USA

RESOURCES (1)

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

HOW INSTITUTIONS HAVE USED THE DQP:

[http://degreeprofile.org/press_four/wp-](http://degreeprofile.org/press_four/wp-content/uploads/2016/08/rev_alignment_outcomes_Final714.pdf)

[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_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

LINKING FACULTY WORK TO THE DQP:

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](http://cdn.carnegiefoundation.org/wp-content/uploads/2015/01/Carnegie_Unit_Report.pdf)
[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

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

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*

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>

21st-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

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

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

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)