The Degree Qualifications Profile: Updates from the Field and DQP 2.0

Cliff Adelman
Peter Ewell
George Kuh
Holly McKiernan

AAC&U
Washington DC
January 22, 2014
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 Scan
- Degree Qualifications Profile

www.learningoutcomesassessment.org
NILOA’s role with the DQP

NILOA is “harvesting” (collecting, analyzing, summarizing, synthesizing) what can be learned from all of the funded and unfunded work

- Web scans
- Meetings
- Institutional Activity Report
- Case studies (see DQP Corner)
- 2013 Provost Survey
400 institutions are using or have used the DQP, 165 funded by Lumina.
Regional Accreditors
- ACCJC (15)
- HLC (23)
- SACS (22)
- WASC (28)

Organizations
- AASCU (6 in 3 state systems)
- AAC&U (21)
- CIC (25)

States
- Oregon (24)

http://www.learningoutcomesassessment.org/DQPNew.html#Funded
Institutional Control

Number of institutions

- Public
- Private
- Private For-Profit
- N/A
DQP Use

- Discussion of DQP
- Outcome Review
- Curriculum Mapping
- Transfer
- Program Development
- Accreditation
- Strategic Planning
- Assessment
- Other
- Missing Data

Number of Institutions
Who Is Involved?

<table>
<thead>
<tr>
<th>Role</th>
<th>No. of institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>120</td>
</tr>
<tr>
<td>Administration</td>
<td>210</td>
</tr>
<tr>
<td>Student</td>
<td>30</td>
</tr>
<tr>
<td>Contingent Faculty</td>
<td>25</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>10</td>
</tr>
<tr>
<td>Employer</td>
<td>5</td>
</tr>
<tr>
<td>Missing data</td>
<td>10</td>
</tr>
</tbody>
</table>
National Institute for Learning Outcomes Assessment
January 2014

Knowing What Students Know and Can Do
The Current State of Student Learning Outcomes Assessment in U.S. Colleges and Universities

George D. Kuh, Natasha Jankowski, Stanley O. Ikenberry, & Jillian Kinzie

Abridged Report
www.learningoutcomesassessment.org

Full Report
www.learningoutcomesassessment.org
DQP Awareness and Use by Selectivity
2013 Provost Survey

Number of institutions

<table>
<thead>
<tr>
<th>Category</th>
<th>Awareness</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special or Not Identified</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Less Competitive and Non</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>Competitive (+)</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Very Competitive (+)</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Highly Competitive (+)</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Most Competitive (+)</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
What We’re Learning

❖ Number of unfunded applications is encouraging

❖ 90+% of early users found DQP 1.0 “dense.” But this perception changed with closer reading, increased familiarity, and application

❖ DQP is a conversation starter: offers a common vocabulary for talking about and aligning outcomes (e.g., from “my course” to “our curriculum”)

❖ Curricular mapping: Where are students mastering essential proficiencies? Where are the gaps (especially general education)?
What We’re Learning

❖ Certify transfers, align and “streamline” systems

❖ Many institutions begin by applying the DQP across the curriculum, but then scale back and focus on specific areas

❖ As an innovation, DQP faces the same adaptation and institutionalization challenges as any systemic change effort

❖ Innovation fatigue can distract and sap enthusiasm

❖ Faculty engagement and ownership are essential, which take time

❖ Doing assessment well is a continuing, perennial challenge.
For More About What We’re Learning

- DQP 2.0 Issues & Concerns Appendix
- DQP Corner on NILOA website

http://learningoutcomeassessment.org/DQPCorner.html

And now, for the rest of the story...
Cliff’s 12-minute work-out

• How and why did I get into this?
• Version 1 and Version 2: what’s different?
• Competence versus Proficiency
• Intertwining with the disciplines: the Tuning dimension
• Language rules, virtues, and their logical extensions, leading to . . .
Peter’s 12-minute work-out

• How and why did I get into this?

• Assessment implications of the DQP
  – *All* students must demonstrate proficiency
  – So assessment must be **embedded** in the curriculum
  – **Assignments** that can do this must be carefully designed to ensure that the resulting student work can be consistently scored
  – And a **record keeping** system must be in place to aggregate, analyze, and report data on student performance
  – All of this will require a good deal of **faculty development**