FACULTY COLLABORATIVES

DQP and Tuning Explored

Webinar #5
November 19, 2015
Susan Albertine, Dan McInerney, James Robinson and Peggy James

leap.aacu.org/toolkit/projects/faculty-project/participant-resources
Project Overview
Daniel McInerney
Professor and Associate Department Head, History
Utah State University
THE WORK REFLECTS A SET OF INTERRELATED QUESTIONS
What key areas of knowledge and skill should all students develop in college?

How can we align educational outcomes, practices, and policies for 21st C needs?
What should students know, understand, & be able to do when they complete a major?

What proficiencies should all students develop at different degree levels?

What key areas of knowledge and skill should all students develop in college?

How can we align educational outcomes, practices, and policies for 21st C needs?
What educational practices have a significant impact on student success?

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

What proficiencies should all students develop at different degree levels?

What pathways, proficiencies, and purposes should Gen Ed achieve?

What key areas of knowledge and skill should all students develop in college?

How can we align educational outcomes, practices, and policies for 21st C needs?

High-Impact Educational Practices

The Essential Learning Outcomes

Liberal Education & America’s Promise

DQP

Tuning

GEMs

Quality Collaboratives

Valid Assessment of Learning in Undergraduate Education

VALUE

Association of American Colleges and Universities

1915 to 2015
What educational practices have a significant impact on student success?

What key areas of knowledge and skill should all students develop in college?

What proficiencies should all students develop at different degree levels?

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

What pathways, proficiencies, and purposes should Gen Ed achieve?

What educational practices have a significant impact on student success?

How do we know if our students demonstrate achievement of outcomes?

How can we facilitate transfer & mobility?
TWO KEY PROJECTS

DQP

Tuining
WHAT DOES A MAJOR OR A DEGREE REPRESENT?

seat time?

Carnegie credit hours?

grade point averages?

required courses?

clinical hours?
WHAT DOES A MAJOR OR A DEGREE REPRESENT?

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

All of these suggest what majors or degrees represent in terms of numbers.
All of these suggest what majors or degrees represent in terms of numbers.

What do majors or degrees represent in terms of learning?
-How clearly do we define the learning developed by our programs and degrees?

-How well do we document the learning?

-How carefully do we progressively intensify the learning?

-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?
- How clearly do we define the learning developed by our programs and degrees?
- How well do we document the learning?
- How carefully do we progressively intensify the learning?
- 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?

THE QUESTIONS ADDRESSED BY THE DQP AND TUNING
a discussion of
the knowledge, understanding,
and competencies we intend
students to develop
in a major and a degree
TUNING
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO WHEN THEY COMPLETE A PROGRAM OF STUDY OR A MAJOR?
TUNING
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO WHEN THEY COMPLETE A PROGRAM OF STUDY OR A MAJOR?

DQP
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO WHEN THEY COMPLETE A DEGREE?
THE KEY ISSUE TO ADDRESS
“When students complete a class, a sequence of courses, or their major, what should they know, understand, and be able to do?”
Imagine a first meeting of the academic year where no one talked about budgets, assessment, course assignments, or parking.
Imagine a first meeting of the academic year where no one talked about budgets, assessment, course assignments, or parking. What if we all started the year discussing what disciplinary ideals link us and how we might best introduce those to our students?

Anne Hyde
University of Oklahoma
KEY ELEMENTS OF TUNING
define the discipline core

talk with stakeholders

outline career paths

document learning

share & implement
define the discipline core

talk with stakeholders

outline career paths

document learning

share & implement
SUGGESTIONS ON STARTING A TUNING CONVERSATION
1. Meet people where they are, not where you want them to be
2. Don’t go it alone
2. Don’t go it alone

look at colleagues’ work around the world

EU learning outcomes
http://tuningacademy.org/?lang=en

Tuning Journal for Higher Education
http://www.tuningjournal.org/
3. Have a clear sense of the concerns, problems, and aspirations of your campus.

Others’ work can provide a reference point to stimulate conversations . . .

designed to be revised, taken apart, added to, or winnowed down to reflect the distinct character of each institution and its students.
4. Build the project incrementally

- provisional “learning outcomes”
- outcomes on all syllabi
- “map” the curriculum
- sample “rubrics”
- single rubric for capstone
5. Talk with a wide range of “stakeholders”

- students
- parents
- alumni
- employers
- policy makers
- civic leaders
6. Test different ways of tracing student learning

COURSE MANAGEMENT SOFTWARE

RUBRICS
www.aacu.org/value/rubrics

course evaluation systems

E-PORTFOLIOS
www.slcc.edu/gened/eportfolio/

ASSIGNMENTS TIED TO LEARNING OUTCOMES
www.assignmentlibrary.org/
7. Help students build a compelling, persuasive narrative of their education

Interview question: “What can you do?”

Historical study develops one’s ability to:
- investigate problems
- identify reliable sources
- analyze information
- contextualize complex questions
- communicate conclusions in a clear and thoughtful manner
8. Meet with academic advisors, career counselors, campus orientation directors
9. Prepare your elevator speech
The “Tuning” project asks faculty to clarify – and *demystify* – the core goals and the key skills pursued in our disciplines. We want to answer a basic question: when students complete a major, 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 employment, further education, and civic life.
Tuning as a global project
THE BASICS

- A **framework** for what students should be expected to know and be able to do as they work through and complete a degree (associate / bachelor / master)

- Clarifies what a degree means in terms of specific learning outcomes and proficiencies
THE BASICS OF THE DQP

-What is the learning we want to occur?
-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)
THE DEGREE QUALIFICATIONS PROFILE

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.

www.luminafoundation.org/files/resources/dqp.pdf
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.
-The DQP is not “one size fits all.”
-Not all proficiencies are of equal value (or of value at all) to one institution or another.

-Common element? The language of proficiency statements (active, operational verbs; concrete description of what students actually do)

-The proficiencies an institution selects, modifies, ignores, or adds? MANY potential versions of a DQP.
-The DQP does not specify what to teach or how to deliver content.

- 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?

• 600+ 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)
USE THE DQP AS A TOOL TO . . .

• reexamine an institution’s informing mission and curriculum
• guide academic program reviews and accreditation reports
• redefine & revitalize the core (or Gen Ed) curriculum
• help w/curriculum mapping
• link specific discipline skills to broader degree goals
• facilitate student transfer
• align course assignments w/ core proficiencies
• improve academic advising
- the DQP and Tuning are flexible tools, not rigid, fixed formulas
- provide a shared language for expectations in learning
- encourage a community of assessment on a campus
- respect the diversity and autonomy of institutions
- critical role of 2-year institutions in this project
- fit within a global context of academic change
(1) DQP/Tuning as a *cultural* change
(2) requires time and patience
(3) a process
(4) respect for diversity and autonomy of departments and institutions
James Robinson  
*Director, Teaching & Learning Center*

Peggy James  
*Interim Dean, College of Social Science and Professional Studies*

*Both of University of Wisconsin-Parkside*
What is the Bachelors of Applied Arts and Sciences (BAAS)?

- Skills-based degree completion program: a collaboration of UW-Waukesha and UW-Parkside

- Focus not on “discipline-specific” education but rather on helping students prepare for a variety of career fields

Fundamental Goal: “Prepare students for a life of creative and productive work in a changing and increasingly interdependent world.”
Start With The Familiar

Establish the Baseline: Curricular Mapping of Course Outcomes

• Learning outcomes (LOs) for each course in the program were mapped to program outcomes
• Course LOs were categorized by Bloom level
• LOs were reviewed to confirm they included measurable action verbs.
<table>
<thead>
<tr>
<th>GLOBAL SKILLS</th>
<th>COGNITIVE SKILLS</th>
<th>SUSTAINABILITY SKILLS</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate a broad knowledge of global issues, processes, trends &amp; systems</td>
<td>Demonstrate analysis, synthesis, evaluation, decision making &amp; critical</td>
<td>Recognize that responsible global citizenship involves personal accountability, social</td>
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<td></td>
<td>creative thinking skills</td>
<td>equity, &amp; environmental sustainability</td>
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<tr>
<td>Communicate effectively across cultural boundaries</td>
<td>Identify, analyze &amp; evaluate arguments as they occur in one’s own and other’s work</td>
<td>Describe the environmental, economic &amp; social aspects of sustainability and how they</td>
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<tr>
<td></td>
<td></td>
<td>are interrelated</td>
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<tr>
<td>Work effectively in a variety of cross cultural environments</td>
<td>Write coherent, organized, well-developed &amp; substantive texts that follow the</td>
<td>Apply concepts of sustainability locally and globally by engaging in the challenges &amp;</td>
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<td></td>
<td>conventions of standard written English</td>
<td>solutions of sustainability in a broader context</td>
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<td>Apply effective leadership, teamwork, relationship management, and conflict</td>
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<td>resolution skills in the workplace</td>
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</table>
INTS 305  Theories of International Relations

This course begins with foundational competencies in organizing and evaluating data and interpretations of global processes. Students will identify basic global institutions, and articulate the importance of differing interpretations of these institutions. Finally, the student will work with contemporary theories of international relations, with selected applications to current issues or relationships in international politics. There is an emphasis on critical theories in the evaluation and comparison of various theoretical approaches.

There are four learning outcomes related to the global skills flex certificate:

1. **Articulates importance of differing ideas in interpreting international relations.**

Ideas are sometimes referred to as ‘soft power’. The more people I can convince that my idea is the ‘right one’ the more influence I will have. A number of ideas have been suggested as **changing the world**. Some of them are globalizing; others might be considered as localizing. Ideas influence how you interpret the world. You can look at the same event, but depending on your theoretical perspective, you can interpret it differently than others. This is why it is important to recognize your own theoretical perspective and that of others.

2. **Identifies the relationship between theory and empirical evidence**

When we use and state facts, we frame them by using theory. Often, the theory that we use determines what sort of facts we must collect. Facts may change over time if we start collecting evidence differently – often as our theories and concepts improve. For instance what we may think is an incontrovertible fact and will stand the test of time may prove itself to have certain limitations because it ignored certain important attributes. We may need to know how these facts began to be collected differently because the theory behind them altered.

3. **Critically analyzes theoretical arguments in terms of their empirical applications.**

While it is important that any **good theoretical argument** be internally logical, it is also important that theories have appropriate opportunities for empirical justification. That is, good arguments still need to be able to be tested in real life. Data/information can be used to test theoretical arguments, but it is
Articulates importance of differing ideas in interpreting international relations.

Identifies the relationship between theory and empirical evidence.
Global Program Outcomes vs. Course Learning Outcomes: Curriculum Mapping Organized by Bloom level

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor(s)</th>
<th>GS-1: Demonstrate a broad knowledge of global issues, processes, trends, and systems</th>
<th>GS-2: Communicate effectively across cultural boundaries</th>
<th>GS-3: Work effectively in a variety of cross cultural environments</th>
<th>CS-1 Demonstrate analysis, synthesis, evaluation, decision making, and critical creative thinking skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 391</td>
<td>Jonathan Kasparek</td>
<td>Explain global economic and political trends affecting the Midwest</td>
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<td>Sort by Bloom Level</td>
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<tr>
<td></td>
<td></td>
<td>Discuss how the success or failure of cross-cultural communication shaped relations</td>
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<td></td>
<td></td>
<td>Recognize cultural diversity in the Midwest’s past and present</td>
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<td></td>
<td></td>
<td>Demonstrate geographic literacy on a global scale</td>
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<td></td>
<td></td>
<td>Explain the structure and function of UN, WTO</td>
<td>Identities cultural influences on one’s own</td>
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<td></td>
<td></td>
<td></td>
<td>Applies basic cultural concepts across at least two different contexts</td>
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<td>INTS 100 Intro to Int Stds</td>
<td>Peggy James</td>
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<td>INTS 210 Cultural Anthropology</td>
<td>Kate Gillogly</td>
<td>Define colonialism, imperialism, nationalism; recognize the different processes, sometimes conflicting, of bringing people and places under the control of centralized states or</td>
<td>Articulate different views of globalization (basis - modernization theory vs. dependency theory); distinguish between economic, political and cultural globalization,</td>
<td>Classifies and distinguishes countries, as well as regions, on the basis of economics, politics, and/or culture</td>
<td>Identifies own cultural rules and biases.</td>
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<tr>
<td>INTS 301X Internationalization and Globalization</td>
<td>Peggy James</td>
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<tr>
<td>INTS 303X Political and Economic Systems</td>
<td>Farida Khan</td>
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<tr>
<td>INTS 304X Culture and Language</td>
<td>Kate Gillogly</td>
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</tbody>
</table>

Alignment of Course Learning Outcomes with Program Outcomes
### Curricular Scaffolding:

Organize the matrix according to level of proficiency
Add A New Framework To The Old
## DQP mapped to Course LOs vs. Program OCs

<table>
<thead>
<tr>
<th>Course</th>
<th>DQP Learning Objectives</th>
<th>Course Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTD 345 Organization Theories</td>
<td>apply theories to analyze orgs (3.i.a.IS; Analytic Inquiry: Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field and at least one other academic field.)</td>
<td>(1.d K: Evaluates, clarifies and frames a complex question or challenge, using perspectives and scholarship drawn from the student’s major field and at least one other field.)</td>
</tr>
<tr>
<td>COMM 360 Contemp Media Ind</td>
<td>articulate an ethical position on commercialism in media (1.b.d K: Defines and properly uses the principal)</td>
<td></td>
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</tbody>
</table>
## Beginning, Advanced, Mastery (BAM)

<table>
<thead>
<tr>
<th>Broad Integrative Knowledge</th>
<th>Intellectual Skills/Analytic Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts</td>
<td>Concepts</td>
</tr>
<tr>
<td>Methodologies</td>
<td>Methodologies</td>
</tr>
<tr>
<td>Interaction with subjects</td>
<td>Interaction with subjects</td>
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</tbody>
</table>

### Beginning

**Integrative Knowledge**

- **INTS 210**: Define colonialism, imperialism, nationalism; recognize the different processes, sometimes conflicting, of bringing people and places under the control of centralized states or global economic systems.

- **PSY 430**: Students will be able to analyze different studies conducted in social psychology in order to explain the nature of human behavior in social situations. (CS-1)

**Critical Thinking**

- **INTS 210**: Articulate different views of globalization.

**Problem Solving**

- **INTS 305X**: Articulates importance of differing ideas in

**Inquiry and Analysis**

- **POLS 312 Global Warming Policy**: LO: understand how climate change affects pol econ and cultural (GS-2)

**Organization Theories**

- **ISTD 345 Organization Theories**: LO: apply theories to analyze orgs (CS-1)
Customizing the DQP to fit the BAAS program

- Concepts, Methodologies, Interaction With Subject
- Assessment of Student Work: Application of the VALUE Rubrics
Move From The Conceptual To The Applied
Assessment Stages

- BAAS Core Proficiencies
- DQP
- AAC&U VALUE Rubrics
- BAAS Courses & Learning Outcomes
- Assignments
Mapping BAAS Core Proficiencies to DQP

<table>
<thead>
<tr>
<th>BAAS Core Proficiencies</th>
<th>DQP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Learning</td>
<td>Broad, Integrative Knowledge</td>
</tr>
<tr>
<td>(Professional &amp; Service</td>
<td>Civic Engagement</td>
</tr>
<tr>
<td>Learning)</td>
<td></td>
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<tr>
<td>Knowledge of Human</td>
<td>Specialized Knowledge</td>
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<tr>
<td>Culture and the Natural</td>
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</tr>
<tr>
<td>World</td>
<td>Intellectual Skills</td>
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<tr>
<td>(Global Learning)</td>
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<tr>
<td>Practical and Cognitive</td>
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<tr>
<td>Skills</td>
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</tbody>
</table>

LEAP - Association of American Colleges and Universities
# Mapping BAAS Core Proficiencies to VALUE Rubrics

<table>
<thead>
<tr>
<th>BAAS Core Proficiencies</th>
<th>VALUE Rubrics</th>
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</thead>
<tbody>
<tr>
<td><strong>Integrative Learning</strong></td>
<td>Integrative Learning</td>
</tr>
<tr>
<td>(DQP: Broad, Integrative Knowledge &amp;</td>
<td>Global Learning</td>
</tr>
<tr>
<td>Civic Engagement)</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Human Culture</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>and the Natural World</td>
<td>Civic Engagement</td>
</tr>
<tr>
<td>Practical and Cognitive Skills</td>
<td>Foundations &amp; Skills for Life-long Learning</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
</tr>
</tbody>
</table>
DQP Spider Graph

- Applied Learning
- Intellectual Skills
- Civic Learning
- Specialized Knowledge
- Broad, Integrative Knowledge

Levels:
- Master's
- Bachelor's
- Associate's
RESOURCES

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

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

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

CASE STUDY OF DQP AT KANSAS CITY KANSAS COMMUNITY COLLEGE:  

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

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

Learning Outcomes Assessment in Community Colleges,  

AAC&U’S “QUALITY COLLABORATIVES” TOOLKIT:  
http://leap.aacu.org/toolkit/projects/quality-collaboratives/resources-for-participants
RESOURCES

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

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 CMMUNICATIONS 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)
APPROACH TO ASSESSMENT

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

- builds on campus efforts already underway move in this direction.
- provides models, examples, and templates that others can learn from, adapt, borrow.
- demonstrates that faculty-made assignments provide more actionable information for improvement than other, more distant forms of assessment.
- honors and makes visible the intellectual work of assignment design.
Questions / Comments?
Contact Information

• Susan Albertine  albertine@aacu.org
• Peggy James  james@uwp.edu
• Daniel McInerney  daniel.mcinerney@usu.edu
• James Robinson  robinson@uwp.edu