Engaging with Assessment and the Degree Qualifications Profile: Institutions in Practice

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Tami Eggleston, McKendree University
Errin Heyman, West Coast University

AALHE Presentation 2013
Overview

• What is the DQP?
• How can I learn more?
• What are institutions doing with it?
• Questions and discussion
What is the DQP?

- Three degree levels:
  - Associate
  - Bachelor
  - Master
- Five competency areas:
  - Specialized Knowledge
  - Broad, Integrative Knowledge
  - Intellectual Skills
  - Applied Learning
  - Civic Learning

http://degereeprofile.org/
What are institutions doing with it?

- Regional Accreditors
  - ACCJC
  - HLC
  - SACS
  - WASC
- States
  - Oregon
- Organizations
  - AASCU
  - AAC&U
  - CIC
- Unfunded

**Bar Chart:**
- Discussion of DQP
- Outcome Review
- Curriculum Mapping
- Transfer
- Program Development
- Accreditation
- Strategic Planning
- Assessment
- Other

**Values:**
- 0
- 50
- 100
- 150
What Does Assessment Look Like?

• Ongoing, embedded in courses and curriculum
• Driven by and owned by faculty
• Not about standardization
• For every student
• To raise student awareness of the purpose of courses and their progress towards competencies
Where can I learn more?

DQP Corner Website:
http://www.learningoutcomesassessment.org/DQPCorner.html
Assessment 2.0:

Faculty Engagement with Assessment (and the DQP)

Tami Eggleston, Associate Dean and Professor of Psychology
Special Thanks to Provost Chris Bahr and Many Others at McK
Assessment 1.0

(A brief history)

• Lots of Surveys

• Lots of Data

• A pretty impressive in-house course evaluation system

• Electronic rubrics tied to general education courses
• These initial efforts we now refer to as “Assessment 1.0”
What worked for us?

• BEST PRACTICES WITH ASSESSMENT AND THE DQP

1.) START WITH THE MISSION (OR OTHER DOCUMENT)

(AND IF YOU CAN FIND AN ACRONYM YOU ARE REALLY ON TO SOMETHING) 😊
McKendree University Mission

- Responsible Citizenship
  - Appreciation of Diversity
- Engagement
  - Personal, Social, Ethical, and Civic Responsibility
- Academic Excellence
  - Effective Communication
- Lifelong Learning
  - Inquiry and Problem Solving
  - Discipline-Specific Competence
Student Learning Outcomes

McKendree University Mission

Undergraduate Student Learning Outcomes

Appreciation of Diversity
1. Students will understand and appreciate human and cultural differences.

Personal, Social, Ethical, and Civic Responsibility
2. Students will exhibit personal and social responsibility, demonstrate ethical judgment, and participate actively in a democratic society.

Engagement
What worked for us?

• BEST PRACTICES

2.) A DQP Crosswalk with our learning outcomes and the DQP, etc.

Look for commonalities, look for gaps, helped to define our outcomes
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Degree Qualifications Profile (DQP) Areas of Learning</th>
<th>Essential Learning Outcomes</th>
<th>AAC &amp; U LEAP</th>
<th>NCAA Life in the Balance</th>
<th>Key Attributes</th>
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<td>Intercultural Knowledge and Competence</td>
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<td>Sportsmanship</td>
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<td>Personal, Social, Ethical, and Civic Responsibility</td>
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<td>Personal and Social Responsibility</td>
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<td>Service</td>
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<td>Civic Knowledge and Engagement</td>
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<td>Ethical Reasoning and Action</td>
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<td>Engagement</td>
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<td>Critical and Creative Thinking</td>
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<td>Analytic Inquiry Quantitative Fluency</td>
<td>Inquiry and Analysis</td>
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<td>Use of Information Resources Specialized Knowledge</td>
<td>Information Literacy</td>
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<td>Discipline Specific Competence</td>
<td>Broad, Integrative Knowledge Applied Learning</td>
<td>Foundations and Skills for Lifelong Learning</td>
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<td>Learning</td>
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<td>Lifelong Learning</td>
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<td>Integrative and Applied Learning</td>
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<td>Balance</td>
<td></td>
</tr>
</tbody>
</table>
What worked for us?

• BEST PRACTICES

3.) TIMELINE, FOCUS ON ONE OUTCOME AT A TIME

(THIS MAY HAVE BEEN OUR BIGGEST ASSESSMENT “AHA” MOMENT.)
## Assessment 2.0 Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Planning and Development</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td>Personal and Social Responsibility</td>
<td>Engagement</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Appreciation of Diversity</td>
<td>Personal and Social Responsibility</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Effective Communication</td>
<td>Appreciation of Diversity</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Inquiry and Problem Solving</td>
<td>Effective Communication</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Lifelong Learning</td>
<td>Inquiry and Problem Solving</td>
</tr>
<tr>
<td>2016-2017</td>
<td>New Outcome or Repeat Cycle</td>
<td>Lifelong Learning</td>
</tr>
</tbody>
</table>
Assessment Plan

McKendree University Assessment 2.0 Plan

At McKendree University we have a systematic assessment plan we call Assessment 2.0. Individual primary student learning outcomes are emphasized each year according to an established timeline. Our Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee oversees the process and various SLATE subcommittees are responsible for the planning and implementation of the Assessment 2.0 Plan.

Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Planning and Development</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td>Personal, Social, Ethical, and Civic Responsibility</td>
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<td>Personal, Social, Ethical, and Civic Responsibility</td>
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<tr>
<td>2016-2017</td>
<td>New Outcome or Repeat Cycle</td>
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</tr>
</tbody>
</table>

Note: Discipline-Specific Competence is integrated in the Program Review timeline.
How does the DQP fit?

• Now all new ideas, initiatives, etc. are placed in our assessment 7-year timeline

• The DQP was integrated into a pre-existing framework

<table>
<thead>
<tr>
<th>DO THIS</th>
<th>NOT THAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The DQP is a useful resource that can help you with your ongoing assessment activities</td>
<td>You MUST do something extra and new. You MUST add the DQP to your already busy schedule.</td>
</tr>
<tr>
<td>Year</td>
<td>Planning and Development</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------</td>
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<tr>
<td>2010-2011</td>
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Note: Discipline-Specific Competence is integrated in Program Review timeline.
What worked for us?

- BEST PRACTICES

- 4.) People VOLUNTEER for the assessment subcommittees (faculty, student affairs, and students)
- Develop and select performance indicators and assessment tools

The DQP has been useful for language and to help clearly articulate the outcome.
Assessment Resources

At McKendree University we utilize many assessment resources to ensure we are providing a high quality academic and non-academic experience to our students. Some of our assessments are administered annually and others are periodically administered on a systematic schedule.

Annually Administered Assessments

Fall Student Survey/Residence Life Survey

Student perceptions of residential housing and many other campus services are assessed with the Fall Student Survey, formerly called the Residence Life Survey. Results of the survey inform programmatic initiatives such as establishment of Living-Learning Communities in Fall 2009. In addition the survey asks about student engagement in athletics, clubs, theater, fine arts, etc.

Discipline-Specific Student-Learning Outcomes Assessment Methods

Each academic program assesses student learning via course-embedded assessments and capstones experiences. Assessment tools include written papers, authentic performances, portfolios, presentations, projects, research papers, standardized exams, internship evaluations, and student surveys.

Student Course Evaluations

McKendree University uses an internally-developed, web-based course evaluation system. Students and faculty access the system at http://assessment.mckendree.edu. The system includes questions about the quality of the course and the instructor using Likert scale and open-ended items. Results are compiled automatically 14 days after completion of the course and faculty can access their own results as well as comparisons with aggregate school/division and University-wide means.

Faculty Self-Evaluations

All faculty have an opportunity to self-evaluate the courses that they teach each semester via the web using a similar assessment system. Faculty self-evaluations are included in the overall student course evaluations.
Evidence of Student Learning

Outcome: Engagement

Students will participate actively in classroom, co-curricular, and community experiences to enhance learning.

1.) Performance Indicator

McKendree University students will be engaged in the classroom and outside of the classroom as indicated on the Enriching Educational Experience (EEE) NSSE benchmark.

Measure:

In 2011, on the NSSE EEE benchmark items McKendree University's first year students were either at the mean or above the mean compared to other groups. For the first year students we will sustain our mean of 30. However, the seniors were below the mean compared to other groups. Our goal is to increase the current 34.4 to the mean of the NSSE group of 40 or higher.

2.) Performance Indicator

At least 80% of McKendree University undergraduate Lebanon campus students will report being engaged in a co-curricular activity.

Measure:

The Fall Survey (also called the Residence Life Survey)—have students complete a comprehensive list of all engagement opportunities.

In the fall of 2011, of the 516 students who completed the “Which activities do you participate in at McKendree?” 88% reported they were involved in activities on campus.

3.) Performance Indicator:

Over half or 51% of McKendree University full-time faculty will report being engaged with students outside of the classroom in activities such as research, organizations, and other activities as reported by the full-time faculty.

Measure:

Our committee recommends a faculty (and perhaps some staff) end of the year survey of McKendree University faculty to determine their level of engagement in the classroom and beyond.
What worked for us?

- BEST PRACTICES

- 5.) IMPLEMENTATION YEAR (SUBCOMMITTEE WORK)

FOCUS ON OUTCOME
COLLECT DATA
BOOK STUDY
CLEAR TIMELINE
What worked for us?

<table>
<thead>
<tr>
<th>MONTH</th>
<th>SLATE ACTIVITIES</th>
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<tbody>
<tr>
<td>August</td>
<td>Teaching for Excellence Faculty Development Workshop</td>
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<tr>
<td>September</td>
<td>SLATE Subcommittees meet monthly</td>
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<tr>
<td>January</td>
<td>Teaching for Excellence Faculty Development Workshop</td>
</tr>
<tr>
<td>February</td>
<td>Faculty Teaching Book Study Groups</td>
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<tr>
<td>March</td>
<td>Lunch and Learns on SLATE Subcommittee work</td>
</tr>
<tr>
<td>May</td>
<td>Closing the Loop workshop</td>
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</table>
Use of Student Learning Evidence

At McKendree University we are committed to gathering assessment data and using the data, what we call "Closing the Loop." Our Closing the Loop Logo in a spiral because we view the assessment process as an ongoing process that keeps refining, growing, and changing.

Each May the office of Academic Affairs hosts a Teaching For Excellence Closing the Loop workshop where we analyze the data we have collected, make use of this data, and document our changes and accomplishments.

2011-2012 Year of Engagement Use of Evidence Highlights

1.) Administered the NSSE and reported and used the data in many different contexts.

2.) The "Engagement" theme was used by the President, the Provost, and in Hett materials.

3.) In 2011-2012, to encourage more students to be engaged in sporting events, CAB and Team Bogey created the "Purple Pit." More students attended sporting events. This was especially important for less well attended sports such as volleyball, wrestling, and women's soccer.

4.) In 2011-2012, a collaboration between student affairs and academic affairs created a Leadership Studies Minor to encourage students to get engaged in leadership opportunities.

5.) Students affairs made concerted efforts on engaging transfer and non-traditional students more (e.g., newsletter, adviser, etc.).

6.) In 2011-2012, the development office made concerted efforts to engage parents more with a Parent's Association group.

7.) The Teaching For Excellence program added a Spring Teaching Book Study in the spring of 2011. The first book was entitled, "Student Engagement Techniques."

8.) The SLATE engagement subcommittee emphasized that faculty should consider adding information in their classes about engagement opportunities, research opportunities, and other senior culminating experiences.
What worked for us?

• BEST PRACTICES

• 6.) Additional activities and initiatives (e.g., committee restructuring, website development, graphics, etc.)

• HAVE FUN!
  • Food, Door Prizes, Engaging Assessment Workshops
Committee Restructuring

- General Education
- Faculty Development
- Assessment

SLATE (Student Learning, Assessment, Teaching Effectiveness)
<table>
<thead>
<tr>
<th>McKendree STUDENT LEARNING OUTCOMES</th>
<th>Diversity</th>
<th>Responsibility</th>
<th>Communication</th>
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Assessment 2.0

The mission of McKendree University is to provide a high quality educational experience to outstanding students. To ensure that the mission is achieved, McKendree University continuously assesses its programs, services, and student learning. Please click on any of the outside hexagons for more information about our McKendree University Assessment 2.0 Process.

The McKendree University Assessment efforts have been informed from many resources. The Higher Learning Commission’s (HLC) Assessment Workshop and the Indiana University-Purdue University Indianapolis (IUPUI) Assessment Institute provided us with significant information, direction, and inspiration. McKendree University is...
What worked for us?

Special Thanks to Ed Vernon for Assessment Logos
Resources

- The Higher Learning Commission's (HLC) Assessment Workshop
- The Indiana University-Purdue University Indianapolis (IUPUI) Assessment Institute
- The New Leadership Alliance for Student Learning and Accountability (The President’s Alliance)
- Council of Independent Colleges/Lumina Degree Qualifications Profile Consortium
- National Institute for Learning Outcomes Assessment (NILOA)
Assessment 2.0

Thank You!
If you have any questions, please feel free to contact me at tegglest@mckendree.edu.
DQP FOUNDATIONS:
WEST COAST UNIVERSITY
ERRIN HEYMAN, ED.D.
Who is West Coast University?

- Health services related
  - BS and MS, Nursing
  - MS Healthcare Management
  - BS Dental Hygiene

- On the docket:
  - MS Occupational Therapy, Doctorate Physical Therapy, Doctorate Pharmacy

westcoastuniversity.edu
Who is WCU?

- 3 campuses in Southern California
- 1 campus in Dallas

- International opportunities:
  - Oxford, England
  - Panama
  - Belize
DQP Pilot

- As WASC (Western Association for Schools and Colleges) pilot institution (through grant from Lumina)
- Began in Jan 2012
- Came during opportunity to delve more deeply into General Education as “program”:
  - concentrating on the “Intellectual Skills” from the DQP and aligning these skills with WASC’s “Graduation Proficiencies,” WCU’s General Education Program Learning Outcomes (PLO), and the overriding Institutional Learning Outcomes (ILO).
The DQP’s Intellectual Skills are:

- Analytic Inquiry
- Use of Information Resources
- Engaging in Diverse Perspectives
- Quantitative Fluency
- Communications Fluency
In the **WASC Redesign (See CFR 2.2a)** there are specific expectations that institutions demonstrate how students achieve the “five undergraduate areas”:

- Oral Communication
- Written Communication
- Critical Thinking Skills
- Quantitative Literacy
- Information Literacy
## DQP Pilot

### Alignments

<table>
<thead>
<tr>
<th></th>
<th>WASC</th>
<th>DQP</th>
<th>WCU—ILoS/Gen Ed PLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Analytic Inquiry</td>
<td>Intellectual and Practical Problem-Solving skill, through information assessment and critical thinking (ILO); Analyze Ideas and Make Decisions Using Critical Thinking Skills (PLO); Articulate Issues and Arrive at a Defensible Conclusion, given a set of ethical dilemmas (PLO); Describe ethical standards and legal guidelines... (ILO)</td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Use of Information Resources</td>
<td>Computer Proficiency and Information Literacy; Locate Disparate Information through Multiple Sources Demonstrating Technological and Informational Literacy (PLOs)</td>
<td></td>
</tr>
<tr>
<td>CFR 2.2a</td>
<td>“... baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement...” ]</td>
<td>Engaging in Diverse Perspectives</td>
<td>Knowledge of and Respect for ...Diverse Cultures and Perspectives; Describe and Interpret Diverse Perspectives... (PLOs)</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>Quantitative Fluency</td>
<td>Interpret Quantitative Data (PLO)</td>
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<tr>
<td>Oral Communication; Written Communication</td>
<td>Communications Fluency</td>
<td>Written Communication; Oral Communication (ILoS/PLOs)</td>
<td></td>
</tr>
</tbody>
</table>
## Learning Outcome Manager (LOM)

**Search** | **Browse** | **Institutional** | **Program** | **Course**
---|---|---|---|---

**DQP: Degree Qualification Profile**

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<table>
<thead>
<tr>
<th>ID</th>
<th>Program Learning Outcome</th>
<th>Associated Institutional</th>
<th>Associated Course</th>
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<tbody>
<tr>
<td>DQP1</td>
<td>Analytic Inquiry</td>
<td>ILO.06; ILO.01;</td>
<td>W3;</td>
</tr>
<tr>
<td>DQP2</td>
<td>Use of Information Resources</td>
<td>none</td>
<td>W5;</td>
</tr>
<tr>
<td>DQP3</td>
<td>Engaging in Diverse Perspectives</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>DQP4</td>
<td>Quantitative Fluency</td>
<td>none</td>
<td>W4;</td>
</tr>
<tr>
<td>DQP5</td>
<td>Communications Fluency</td>
<td>ILO.03; ILO.02;</td>
<td>W5;</td>
</tr>
</tbody>
</table>
## Program Learning Outcome

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic Inquiry</td>
<td></td>
</tr>
</tbody>
</table>

### Group Details
- **DQP1: Degree Qualification Profile**
- **Created:** 1/3/2013 9:34:12 AM by Erin Heyman
- **Last modified:** 1/3/2013 9:34:12 AM by Erin Heyman

## Associated Institutional Learning Outcomes

- **ID**: 1LO.01
- **Institutional Learning Outcome**: Develop intellectual and practical problem solving skills through information assessment and critical thinking.

- **ID**: 1LO.06
- **Institutional Learning Outcome**: Describe ethical standards and legal guidelines associated with one’s chosen career field.

## Associated Course Learning Outcomes

- **ID**: W3
- **Course Learning Outcome**: Critical Thinking Skills
VALUE Rubrics

- Modified VALUE rubrics align with:
  - ILOs
  - PLOs
  - Signature Assignment

- “Loaded” into LOM; “pushed” to individual courses
## Course View

### Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strength (Weight %)</th>
<th>N/A (Not Applicable)</th>
<th>1 Not Meeting</th>
<th>2 Approaching</th>
<th>3 Meeting</th>
<th>4 Exceeding</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of Issues:</td>
<td>x 1 (29%)</td>
<td>Criteria is not applicable to this student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Issues/problem to be considered critically is stated, but description leaves some terms undefined, ambiguities unresolved, boundaries undetermined, and/or background unknown.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Issues/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
</tr>
<tr>
<td>Evidence: Selecting and using information to investigate a point of view or conclusion</td>
<td>x 1 (29%)</td>
<td>Criteria is not applicable to this student.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as views, with little questioning.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
</tr>
</tbody>
</table>

### Influence of Context and Assumptions

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strength (Weight %)</th>
<th>N/A (Not Applicable)</th>
<th>1 Not Meeting</th>
<th>2 Approaching</th>
<th>3 Meeting</th>
<th>4 Exceeding</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x 1 (29%)</td>
<td>Criteria is not applicable to this student.</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Suggests an emerging awareness of present assumptions; rarely starts assertions as assumptions. Rarely identifies contexts when presenting a position. Does not connect issues to real-world problem solutions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>Questions some assumptions; identifies several relevant contexts when presenting a position. May be more aware of other’s assumptions than one’s own (or vice-versa). Lists real-world problem solutions, but does not identify one’s own and others’ assumptions and several relevant contexts when presenting a position. Lists real-world problem solutions, but does not clearly connect contexts.</td>
</tr>
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<td></td>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position. Able to clearly connect and explore issues to real-world problem solutions.</td>
</tr>
</tbody>
</table>

### Score Calculation

- **Meeting**: 3 x 0.25 = 0.75
- **Exceeding**: 3 x 0.25 = 0.75

### Comments:

- **Meeting**: 
  - Score: Meeting
  - Weighted Calculation: 3 x 0.25 = 0.75
  - Comments:

- **Exceeding**: 
  - Score: Meeting
  - Weighted Calculation: 3 x 0.25 = 0.75
  - Comments:
### Learning Outcomes (HIDDEN TO STUDENTS)

#### Outcome Summary

<table>
<thead>
<tr>
<th>Name</th>
<th>LO 01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baskaran, Christine</td>
<td></td>
</tr>
<tr>
<td>Biggerstaff, Jerry</td>
<td></td>
</tr>
<tr>
<td>Ennis, Test Student</td>
<td></td>
</tr>
<tr>
<td>Mcalpin, Rochelle</td>
<td></td>
</tr>
</tbody>
</table>

#### Details by Student

- **Baskaran, Christine**
  - LO 01: *

- **Biggerstaff, Jerry**
  - LO 01: 3/4

- **Ennis, Test Student**
  - LO 01: *

- **Mcalpin, Rochelle**
  - LO 01: *
Future of DQP and WCU

- Work to further align concepts through faculty development
- Determine if selecting one aspect from the DQP (Intellectual Skills) is using it to its fullest?
- Roll out to pilot group for data collection through LOM
Thank you!

Feel free to email us:

eheyman@westcoastuniversity.edu
njankow2@illinois.edu
tegglest@mckendree.edu