“What is an Educated Person?”

“Essential Learning Outcomes, Degree Qualification Profiles, and Assessment: Connecting the Dots”
The Thread that Connects the Dots

**Intentionality**

- DQP
- Tuning
- ELO’s
- Assessment
In every program, for every degree
In every program, for every degree
In every discipline
INTENTIONALITY

- In every program, for every degree
- In every discipline
- In every course
In every program, for every degree

In every discipline

In every course

In every class
By way of contrast, a hypothetical letter
Dear Professor Pedant,

It is with pleasure that I attach to this covering e-mail an article for publication in the Journal of Esoteric Study.
In order to avoid any misunderstanding, I want to make it clear that the objectives of this article are nowhere clearly defined or stated.
I ask that you respect my lengthy experience as a scholar and that you assume my intent will emerge in due course.
Because I do not make clear the structure of the article, a reader may not understand how its different elements add up to a coherent whole. Trust me, they do. I can’t hold every reader’s hand! They are adults, after all.
Also worth your attention is my conviction that any effort on your part to evaluate my article would be at best premature and at worst a violation of my academic freedom.
Many readers who fail to understand my arguments on a first reading may in time—perhaps many years later—come to appreciate their importance. Frankly, in the short term, who is a better judge of my effectiveness as a scholar than I am?
I will look forward to seeing my article in print as soon as possible.
ridiculous, but
“Memorable courses evolve. If you’re too definitive at the beginning about what you hope to accomplish, you leave no room for spontaneity and exploration.” (1991)

“I have had alums tell me that it wasn’t until years later that they appreciated what they had learned in my course on ____________.” (1995)
“My syllabus is between me and my students. I don’t want the bloody provost telling me what it supposedly should include.” (2001)

“When I close the door to my classroom, I expect—and my students expect—to be left alone.” (2004)

“Learning outcomes? That may be the latest jargon, but there’s nothing new about that. Students have been learning stuff for thousands of years.” (2007)
Of course I’m in favor of assessment. I give grades, don’t I?
Your Turn

Which of the above statements carries at least a grain of truth?

Courses should be allowed to evolve.

Learning may not be appreciated for years.

A syllabus is a private communication.

The classroom is a privileged enclave.

There’s nothing new about “learning outcomes.”

Grading is a form of assessment.
Following the Thread That Connects the Dots

- DQP
- ELO’s
- Tuning
- Assessment
The Essential Learning Outcomes
A new framework to guide students’ cumulative progress through college
A new framework to guide students’ cumulative progress through college
A new framework to guide students’ cumulative progress through college
## The Essential Learning Outcomes Across the Curriculum

<table>
<thead>
<tr>
<th>What?</th>
<th>Knowledge of Human Culture &amp; The Natural World</th>
<th>Intellectual &amp; Practical Skills</th>
<th>Individual &amp; Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What?</strong></td>
<td><strong>When</strong></td>
<td><strong>First-Year Experiences</strong></td>
<td>A plan of study . . . should clearly connect the expected outcomes to the student’s choice of courses and major field(s). Learning goals, experiences, resources, and assessments should be aligned . . . .</td>
</tr>
<tr>
<td><strong>Focused Studies, Major/Minor(s)</strong></td>
<td>Milestone assessments as students progress in their studies in both general education and the major should be tied to key outcomes . . . .</td>
<td></td>
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<tr>
<td><strong>Advanced Integrative &amp; Culminating Work</strong></td>
<td>Experiences in which the student actively demonstrates and is assessed for his or her cumulative accomplishments of the college career.</td>
<td></td>
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</tbody>
</table>
The Essential Learning Outcomes

Are intended to

- Provide the academy with a conceptual, aspirational frame for a cumulative liberal education
- Guide student and faculty understanding of essential outcomes for learning
- Create the base for a consensus on cross-curricular priorities

Are not intended to

- Define in detail what degrees (associate, bachelor’s, master’s) mean
- Offer an explicitly operational basis for assessing student performance
- Expose incoherent, arbitrary curricula
Your Turn

What use(s) have you made of the *Essential Learning Outcomes*?

If you were to learn that colleagues in a college or university were beginning the task of articulating undergraduate learning outcomes, would you suggest they consider using the *ELO’s* as a point of departure?

Why or why not?

Would you offer them any advice on *how* to use the *ELO’s*?
Following the Thread That Connects the Dots

DQP

Tuning

ELO’s

Assessment
Why a Degree Profile?

- The DP “describes concretely what is meant by each of the degrees addressed.”
- The DP “illustrates how students should be expected to perform at progressively more challenging levels.”
What a Degree Profile Is Intended To Do

- Offer reference points for students, faculty, advisors, accreditation
- Create expectation for a curriculum that is clearly intentional, coherent, cumulative
- Encourage assessment
- Support institutional reporting

and
→ Provide a baseline for institutions seeking to clarify their distinctiveness, e.g.

→ Expectations *beyond* shared reference points

→ Innovative curriculums and curricular paths

→ Alternate strategies for confirming learning

→ Exceptional student services

→ Clarify the incremental nature of degree levels, thereby encouraging progression
What a Degree Profile Is NOT Intended To Do

- Standardize degrees
- Define what should be taught
- Prescribe pedagogy
- Encourage rankings, internally or externally
Organization of the Degree Profile

Five areas of learning

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

shown as interrelated, not discrete
Assumptions

许多路径导致结果，但它们通常最有效地通过一个综合的课程来实现，该课程将通识教育与专业课程结合在一起，以实现共享、持续、累积的目标。

• 同意结果 = 同意学习必须是持续的焦点。

• 结果无意义，除非有对评估的承诺。

• 评估无意义，除非有对改进的承诺。
Guidelines for understanding the outcomes

- They are summative—and may be approached by more than one path
- They are illustrative, not exhaustive
- They define students’ achievement of competence for students but do not enable ranking
- They assume/build on the outcomes defined for prior levels
Your Turn

Based on what you know of the DQP, what advice might you offer to the authors as to

- How the second iteration might improve on the first

- How implementation might be improved
Following the Thread That Connects the Dots

- Tuning
- DQP
- Assessment
- ELO’s
Tuning

Degree Supplement

QF's
Differences

TUNING EUROPE
- Discipline faculty from many nations
- Focus on baccalaureate
- Faculty driven
- Many languages

TUNING USA
- Discipline faculty within selected states
- Community colleges
- Student participation
- One language
What students within specific disciplines should know and be able to do at each stage of a coherent and cumulative curriculum within that discipline.

What students awarded a degree (associate, bachelor’s, master’s) should know and be able to do through a coherent and cumulative curriculum integrating general and disciplinary education.
Information gathered from Tuning will illuminate issues bearing on planned revision of the DQP.

Responses to the DQP—especially from employers—can provide a perspective useful to those engaged in Tuning.
The more thoroughly Tuning is informed by the \textit{DQP}, the more coherence there will be among the different Tuning efforts, discipline by discipline, state by state.

The greater the awareness in the DQP of the experience gained through Tuning USA, the more credible and substantive will be its implementation—and second iteration.
Tuning offers to the DQP the experience of defining incremental and cumulative stages towards degrees within disciplines.

The DQP offers tuning a new standard of specificity and concreteness in defining learning outcomes for the degree.
The Thread That Connects the Dots

DQP

Tuning

ELO’s

Assessment
Assessment & the DQP: One Approach

- Faculty members asked to identify the DQP learning outcomes addressed most strongly in their respective courses.

- For each outcome, faculty members asked to identify assignments they currently use that lead to outcomes assessable in terms of the outcome statements: e.g., exam questions, papers, performance instructions, lab exercises, etc.
One approach, cont’d

- Beta list of “assessments” selected by faculty themselves

- Any faculty member may address 2 or 3 of the 37 DQP student learning outcomes—some of them “tweaked” to elicit the matching behavior.

- All assessments—existing, new, “tweaked”—reviewed by faculty consultative panel
Perhaps a dozen qualifying assessments for each learning outcome, spread out across the curriculum

Rubrics of performance and grading remain in the hands of individual faculty

Later add descriptions of performance that go beyond learning outcome statements to specific rubrics

Grading—judging the “how well” of performance—remains the prerogative of the faculty member
The point

Working through these challenges in the context of competence-grounded criteria for the award of degrees teaches more than one ever imagined about instruction, assessment, and curriculum—what’s redundant, what needs to be sharpened, what you can say to students about what should happen to them and how.

That’s not a bad idea to begin with!!!
One word
Mr. McGuire: I want to say one word to you. Just one word, Benjamin.

Benjamin: Yes, sir.

Mr. McGuire: Are you listening?

Benjamin: Yes, I am.
IT’S NOT . . .
The word for today
A word that describes a global aspiration for Higher Education
Intentionality
Thanks to my DQP colleagues
Clifford Adelman
Peter Ewell
Carol Geary Schneider
for helpful collaboration in the preparation of this presentation

Thanks also to Lumina Foundation
Questions?