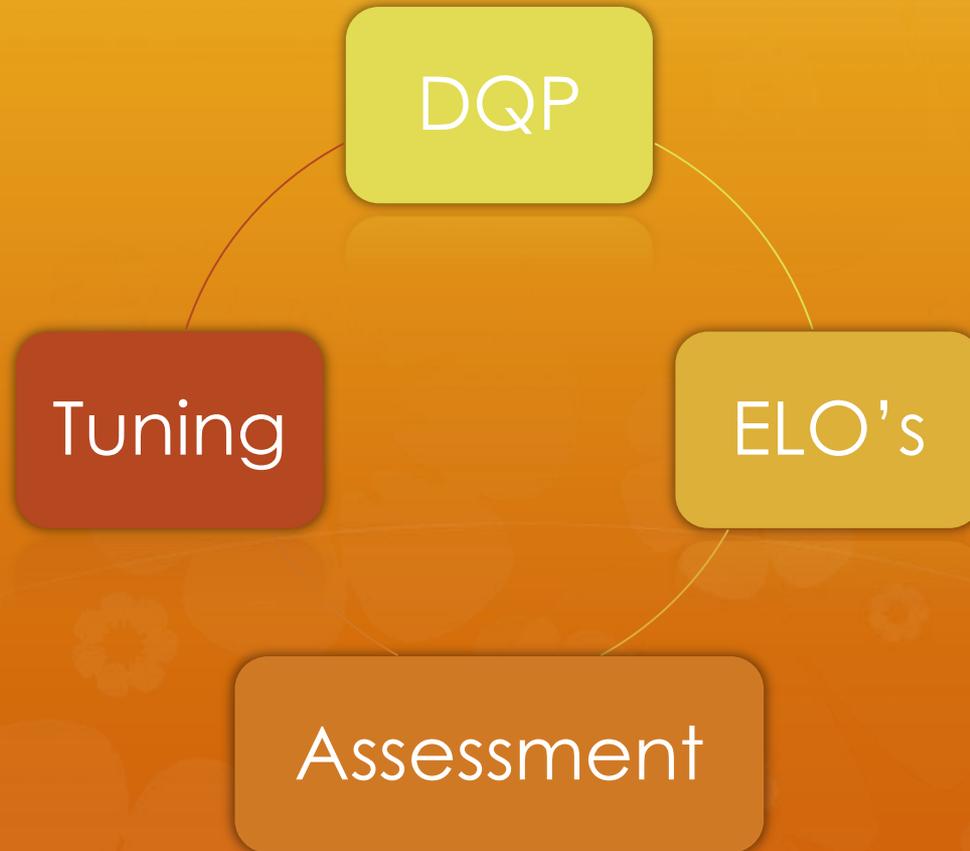


“What is an Educated Person?”

“Essential Learning Outcomes,
Degree Qualification Profiles,
and Assessment:
Connecting the Dots”

The Thread that Connects the Dots

Intentionality



INTENTIONALITY

❁ In every program, for every degree

INTENTIONALITY

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

INTENTIONALITY

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

INTENTIONALITY

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

**By way of contrast,
a hypothetical letter**

Department of Ethereal Studies
American Fork University
Snowbird, Utah

Professor U. R. A. Pedant
Editor, *Journal of Esoteric Study*
University of the Lower Midwest
Springfield, Iowa 77777

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

Ever hear . . . ?

- ❁ “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 the above statements carries at least a grain of truth?

Courses should be allowed to evolve.

Learning may not be appreciated for years.

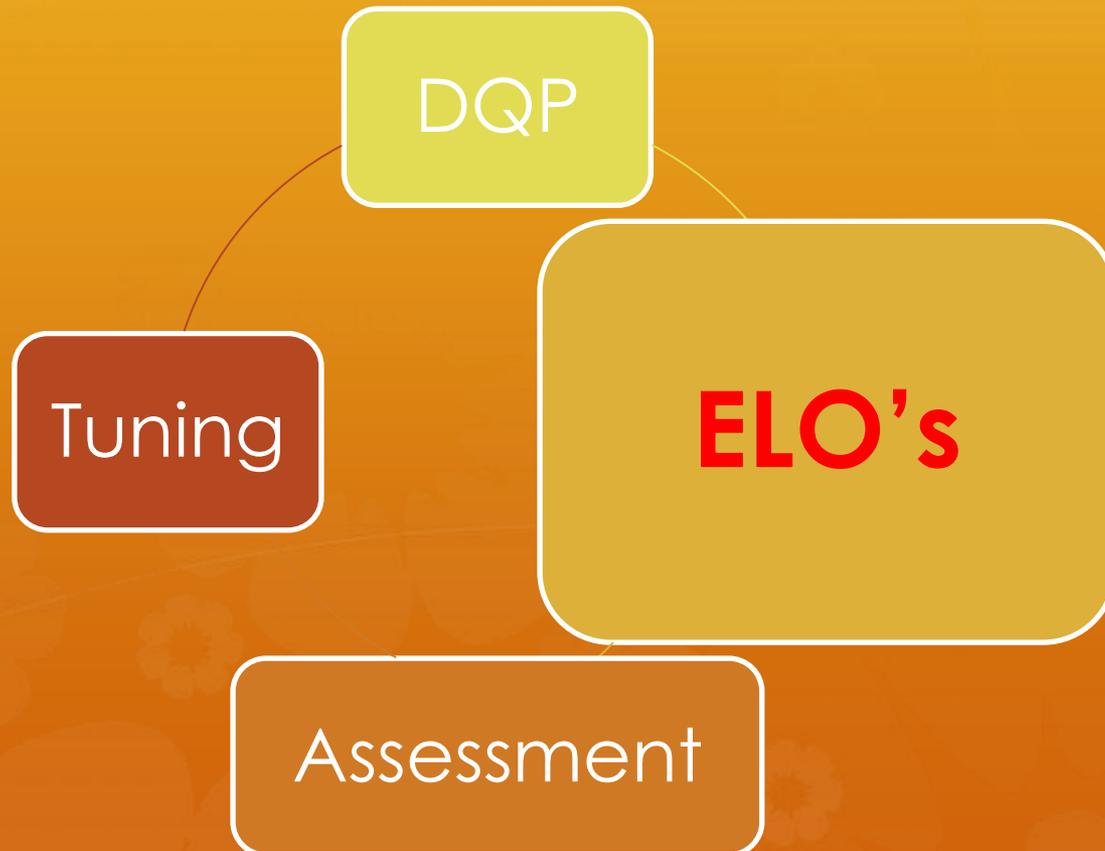
A syllabus is a private communication.

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





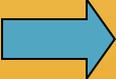
The Essential Learning Outcomes

***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

What?  When 	Knowledge of Human Culture & The Natural World	Intellectual & Practical Skills	Individual & Social Responsibility
First-Year Experiences	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		
Focused Studies, Major/Minor(s)	Milestone assessments as students progress in their studies in both general education and the major should be tied to key outcomes		
Advanced Integrative & Culminating Work	Experiences in which the student actively demonstrates and is assessed for his or her cumulative accomplishments of the college career.		

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



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

- ❁ Many paths to the outcomes--but they are achieved most effectively through a holistic curriculum that integrates general education and the major to achieve shared, sustained, cumulative goals
- ❁ Agreement on outcomes = agreement that learning must be the consistent focus
- ❁ Outcomes are meaningless without a commitment to assessment
- ❁ Assessment is meaningless without a commitment to improvement

Guidelines for understanding the outcomes

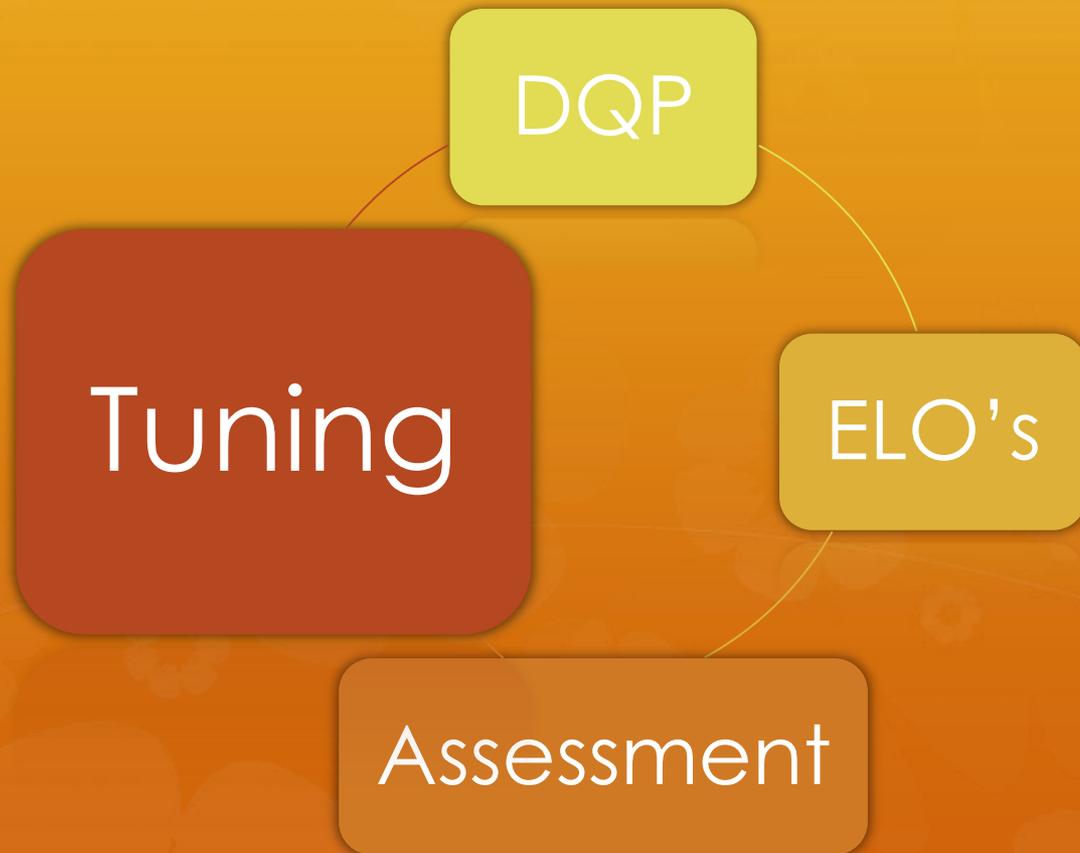
- They are summative—and may be approached by more than one path
- They are illustrative, not exhaustive
- They define students' achievement of competence for students but do not enable ranking
- They assume/build on the outcomes defined for prior levels

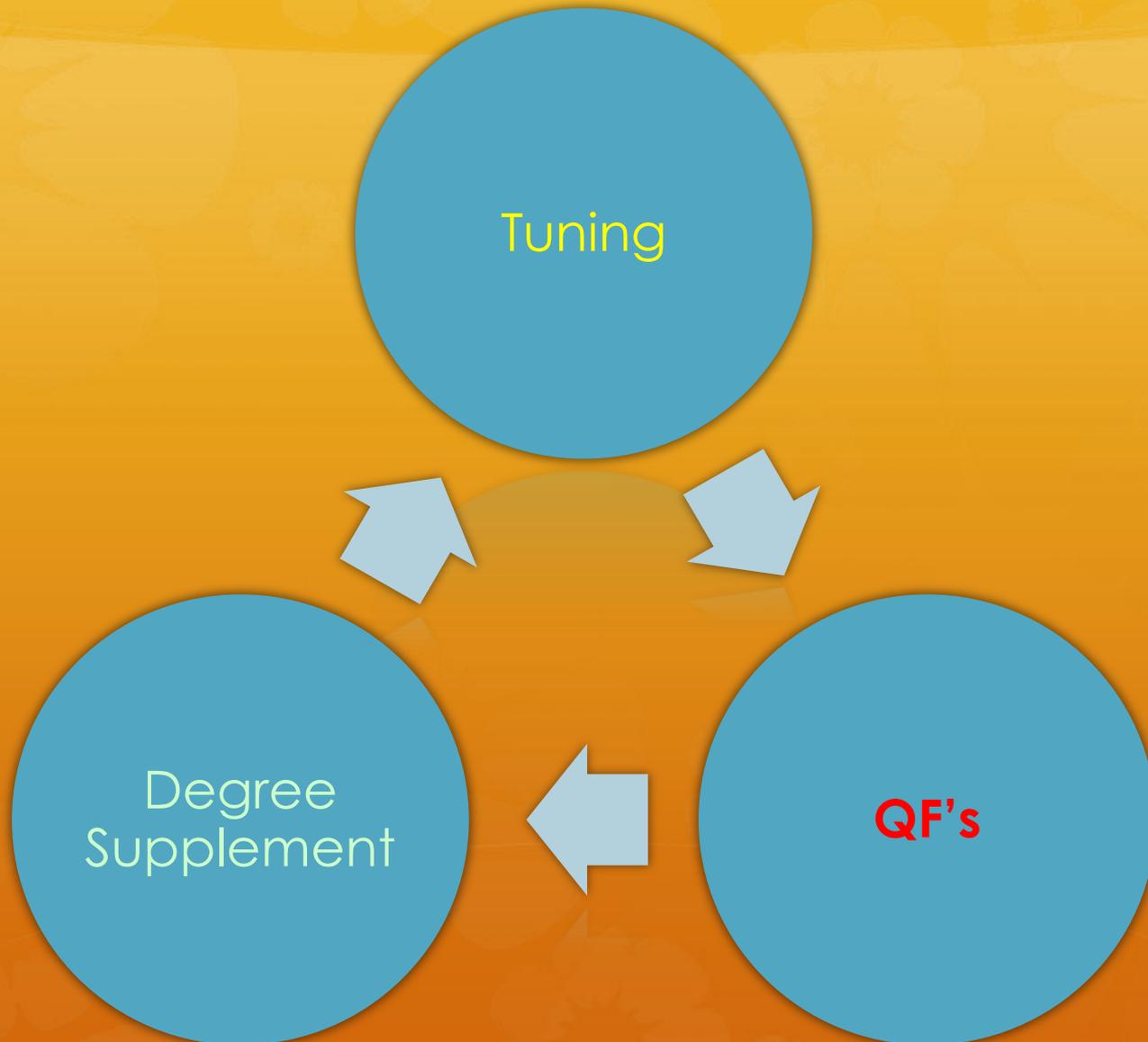
Your Turn

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
Europe



Tuning
USA

Differences

TUNING EUROPE

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

TUNING USA

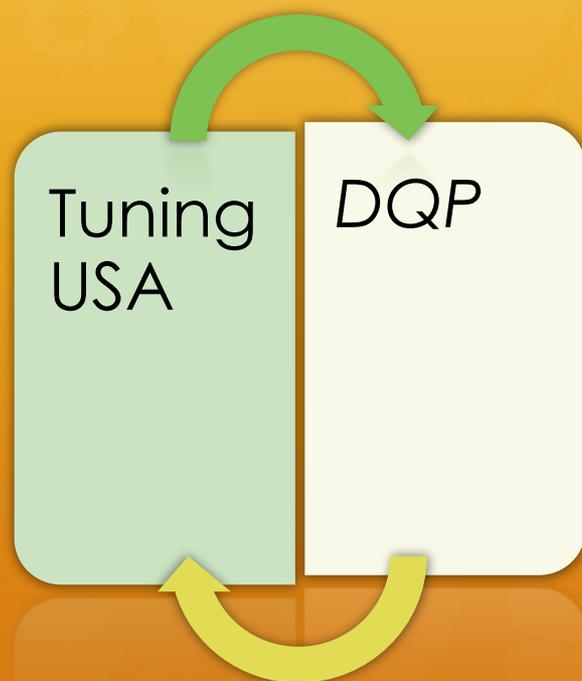
- ✿ Discipline faculty within selected states
- ✿ Community colleges
- ✿ Student participation
- ✿ One language



Tuning

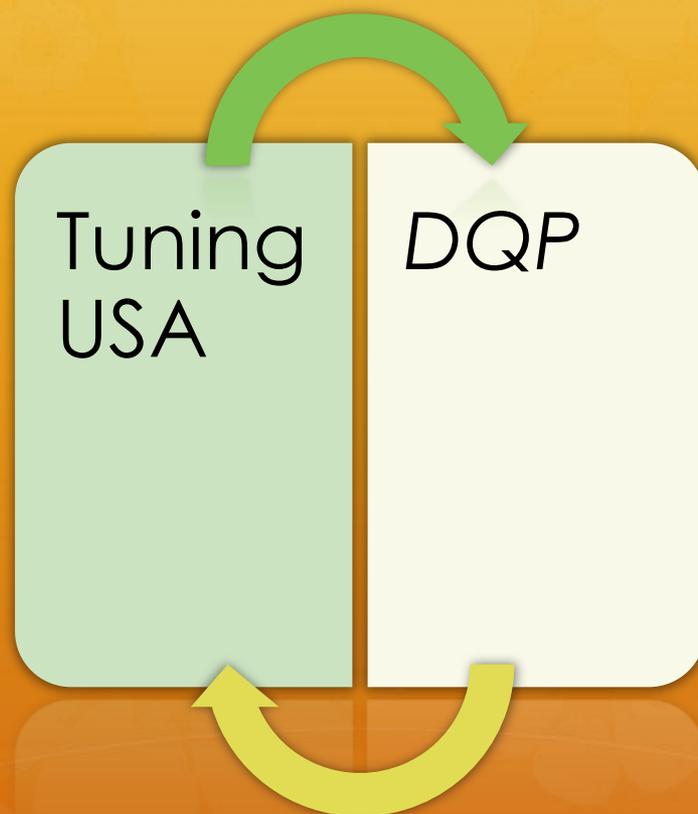
DQP

What students within specific disciplines should know and be able to do at each stage of a coherent and cumulative curriculum within that discipline.



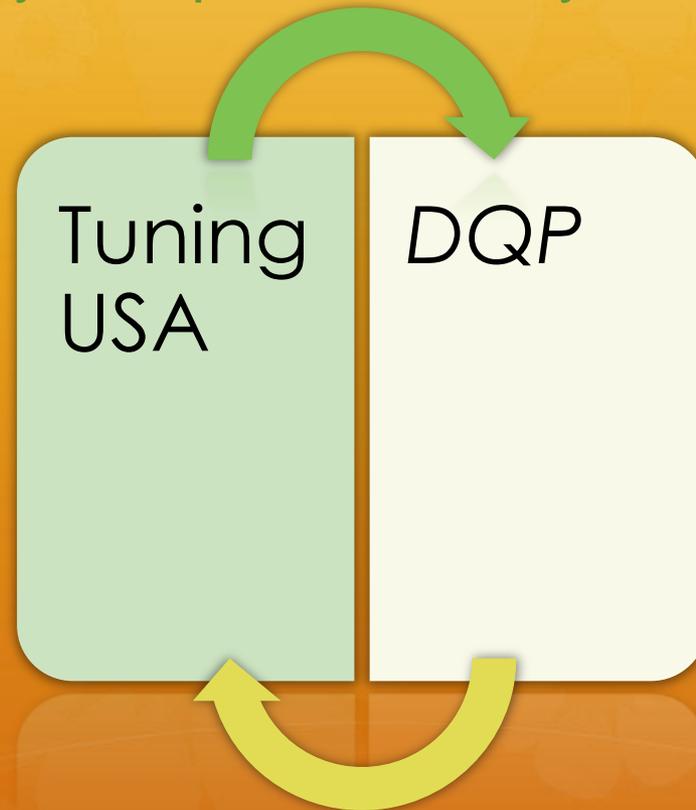
What students awarded a degree (associate, bachelor's, master's) should know and be able to do through a coherent and cumulative curriculum integrating general and disciplinary education.

Information gathered from Tuning will illuminate issues bearing on planned revision of the *DQP*.



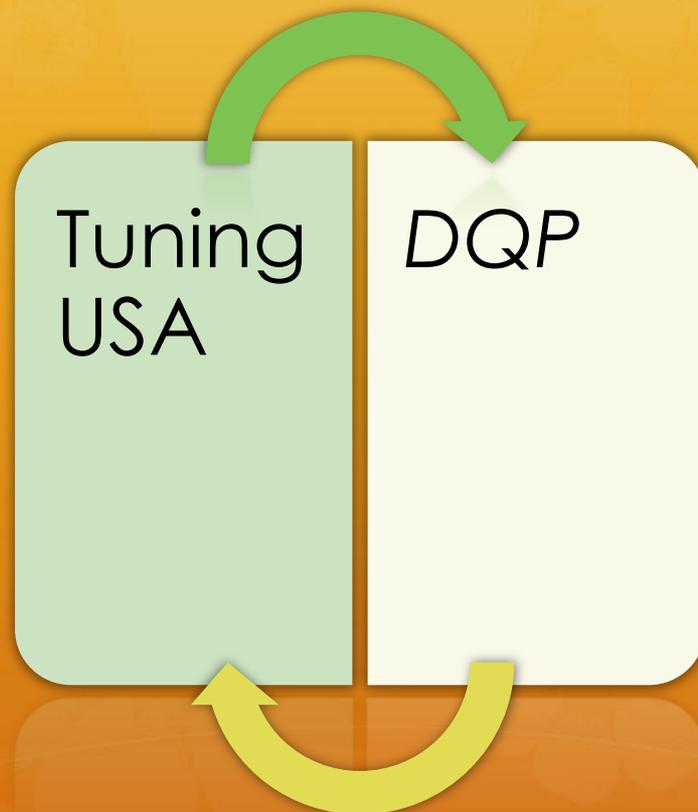
Responses to the *DQP*—especially from employers—can provide a perspective useful to those engaged in Tuning.

The more thoroughly Tuning is informed by the *DQP*, the more coherence there will be among the different Tuning efforts, discipline by discipline, state by state.



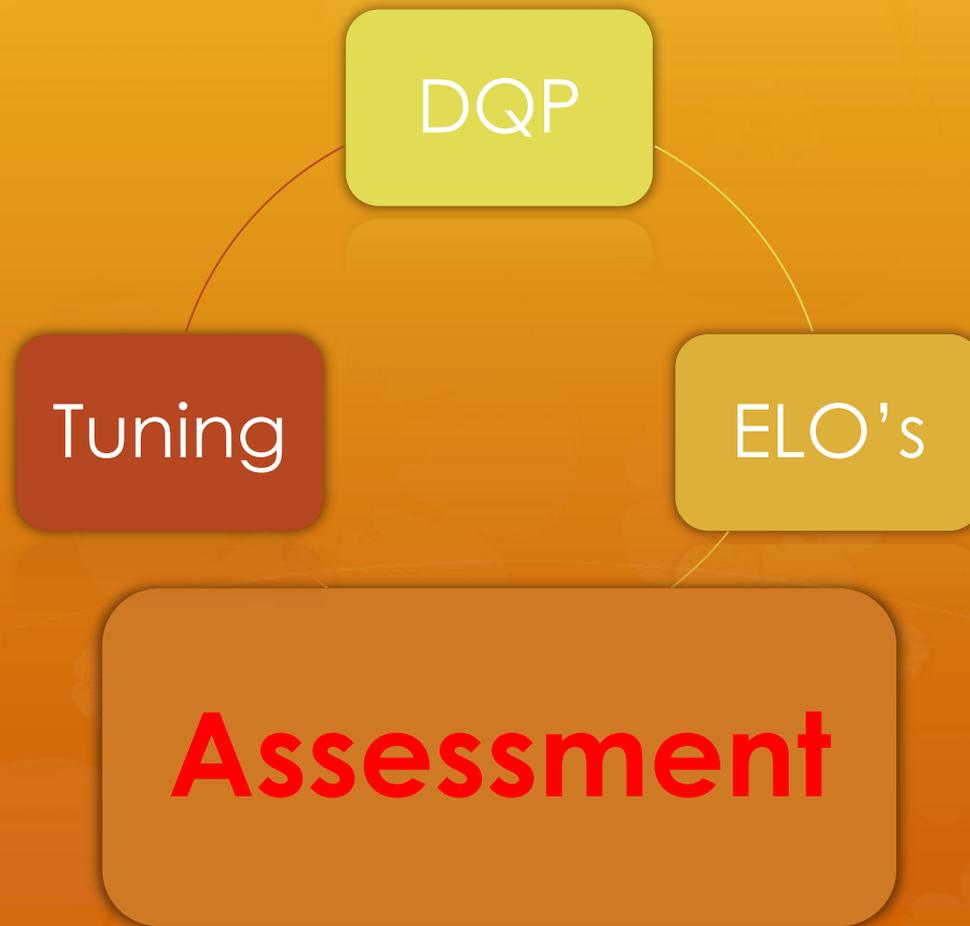
The greater the awareness in the DQP of the experience gained through Tuning USA, the more credible and substantive will be its implementation—and second iteration.

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



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

At the end of the day . . .

- ❁ 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!!!**



Assessment

US Higher Ed

Bologna Reforms

INTENTIONALITY

ELO's

Bologna Extension

DQP Tuning USA

Global Attention

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.



The Graduate 1968

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?