Introduction to Degree Qualifications Profile and Learning Frameworks

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NILOA

NILOA’s mission is to discover and disseminate effective use 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
- Presentations
- Transparency Framework
- Featured Websites
- Accreditation Resources
- Assessment Event Calendar
- Assessment News
- Measuring Quality Inventory
- Policy Analysis
- Environmental Scan
- Degree Qualifications Profile
- Tuning

www.learningoutcomesassessment.org
We are pleased to announce the release of a new NILOA book, *Degrees that Matter: Moving Higher Education to a Learning System Paradigm*. The book is available now.

Click here to browse NILOA's Assignment Library.

**California State University Northridge**

The Academic Assessment and Program Review website is this month's Featured Website in the category of Communication and Centralized Assessment Repository.

**How to Revamp a Curriculum**

Thu, Feb 01, 2018 - 08:00 am

The Chronicle of Higher Education

The Chronicle for Higher Education has a Special Report containing four articles focused on revamping the curriculum to keep programs up-to-date, meet industry needs, keep programs and courses current, and maintain quality.

**Microcredentials, MicroMasters, and Nanodegrees: What's the Big Idea?**

Thu, Feb 01, 2018 - 08:00 am

Cathrael Kazin for The Evolution

This author explores the potential that microcredentials have for reforming the higher education credentialing landscape. Microdegrees can represent different ways of communicating the value of a post-secondary education.

**What Gallup Learned About Higher Education**

Thu, Feb 01, 2018 - 08:00 am

Zac Auler for Gallup News

New research by Gallup discusses the importance of students conveying the value of their education to future employers. One way institutions can help is by encouraging internships or work-integrated learning during college that can give students a greater understanding of their degree and the skills they have learned.
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

what
What is the DQP/Tuning process?

why
Why do we need the DQP and Tuning?

how
How do we implement the DQP and Tuning?

www.dgreeprofile.org
Our time today

We are going to talk about Learning Frameworks!
What is the DQP?
How was it developed?
What can you do with it?
What has the impact of it been?
What other learning frameworks are available?
What resources are there?
And how do we get started?
Are you lonely?
Tired of working on your own?
Do you hate making decisions?
START A COMMITTEE!

You can —
- See people
- Show charts
- Feel important
- Point with a stick
- Eat donuts
- Impress your colleagues

COMMITTEES
THE PRACTICAL ALTERNATIVE TO WORK

NOT IMPRESSED
What is the Degree Qualifications Profile?

WHAT DOES A DEGREE REPRESENT?

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

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

What do degrees represent in terms of learning?
The Degree Qualifications Profile

What is it?
An effort to define in explicit terms what degrees should mean, irrespective of discipline

Who’s responsible?
(1) Higher education
(2) Four drafters
(3) Lumina Foundation for Education
**What is the Degree Qualifications Profile?**

<table>
<thead>
<tr>
<th>THE DQP IS</th>
<th>THE DQP ISN’T</th>
</tr>
</thead>
<tbody>
<tr>
<td>a framework clarifying what degrees should signify in terms of knowledge and ability.</td>
<td>An attempt to dictate standards or promote standardization.</td>
</tr>
<tr>
<td>a model for explicit statements of learning outcomes.</td>
<td>A comprehensive collection of learning outcomes.</td>
</tr>
<tr>
<td>a platform for effective assessment.</td>
<td>A device for evaluating faculty performance.</td>
</tr>
</tbody>
</table>
Organization of the Profile

Five areas of learning

- Broad and Integrative Knowledge
- Specialized Knowledge
- Intellectual Skills
- Applied and Collaborative Learning
- Civic and Global Learning

Shown as interrelated, not discrete
1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills
4. Applied and Collaborative Learning
5. Civic and Global Learning
5 AREAS OF PROFICIENCY:

3 DEGREE LEVELS:

associate’s
bachelor’s
master’s
Tracking and Mapping

Over 800 institutions used the Degree Qualifications Profile – our task was to harvest the learning and inform the revision...
Documented Uses of DQP/Tuning

- Review and revise learning outcomes statements
- Mapping the curriculum
- Revising General education
- Aligning transfer between 2 and 4 year
- Developing programs
- Accreditation
- Strategic planning
- Assessing student learning
- Participating in a statewide or national Tuning process
6 Foundational Principles

Coherent, intentional pathways
Sequenced, integrated learning
Transparency and portability
Quality assurance
Inclusion and equity
Collaboration

It’s all about students!
What are we learning?

Impact Study of Institutions that used the DQP from 2011 to revision in 2014:

• Institutional Activity Reports
• User survey
• Project reports
• DQP case studies
• Institution-authored examples of practice
• Review of institutional websites
Impact Reports

Using the Degree Qualifications Profile
To Foster Meaningful Change

Natasha A. Jankowski & Laura Griffin

June 2016

Degree Qualifications Profile
IMPACT STUDY
Framing and Connecting Initiatives to Strengthen Student Learning

Natasha A. Jankowski & Laura Griffin

June 2016
More Successful When Connected & Integrated

Percentage of reported involvement with additional initiatives.
DQP Serving Multiple Ends

- Revision and Alignment of Learning Outcomes: 70%
- Revision of General Education: 60%
- Alignment of Learning Outcomes with External Expectations: 40%
- Transfer: 20%

Percentage of reported uses of the DQP
DQP Serving Multiple Levels

Percentage of reported levels of use of DQP

- Department/Program: 70%
- General Education: 40%
- Institution: 30%
- Co-curriculum: 10%
Multiple Positive Implications

Percentage of reported implications from DQP engagement by change type
Areas of Impact

1. Quality-focused conversations
2. Clarified learning and personal development outcomes
3. Curriculum revision
4. Assessment of Student Learning
Conclusions

The impact of DQP is broadened and deepened when implemented as a larger-scale change effort.

Collaboration is key to effective DQP implementation efforts.

The positive effects of using the DQP increase when the work is connected to and builds on existing initiatives, structures, and processes.

Salutary effects of the DQP accrue when students and their learning are the major focus of the work.
Biggest Impact

A shifting of perspective...
CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION
HOW WE WORK

- Starting Institution
- Transfer Institution
- Co-Curriculum
- Employment
- General Ed
- Programs
- Assignments
- Courses
INITIATIVES IN HIGHER EDUCATION
HOW WE NEED TO WORK

- Courses
- Assignments
- Programs
- General Ed
- Employment

Starting Institution
Transfer Institution
Co-Curriculum
Conversations

“Anything that encourages and facilitates discussions regarding the essential questions of who our students are, who we are, and what our learning outcomes are for students earning degrees at different levels can only be seen as a desirable outcome!”

~ Administrator, public, four-year university
Faculty

“I didn’t realize when we started this project that I would be saying now – this work has shifted our faculty culture! All from conversations around the meaning of the degree. Those conversations enriched dialog with faculty across disciplines, encouraged more attention to applied learning, and made us enthusiastic about discussing pedagogy and assignment design.”

~ Faculty member, four-year public university
Faculty and Assessment

“Use of the DQP has helped our community grasp the benefits of assessment: helping students achieve the competencies at a level appropriate to their degree. Specifically, the main benefit has been to focus and strengthen faculty participation in assessment. We used to try to coerce them into doing it, now they are telling us why it matters.”

~Administrator, four-year public university
Student Learning Outcomes

“The faculty find the DQP outcomes in general to be better attuned than most to the actual work that their students do. They like the fact that they are explicit and assignment-focused rather than vague and general. The five categories make a lot of sense to us institutionally and allow us to adapt the outcomes to our mission. Thus, learning outcomes assessment has received a great boost from our participation in the project. Also, departments can see the value that assessment brings to their program and their students in a very concrete way.”

~ Administrator, four-year private institution
Curriculum

“We thought we were adopting the DQP to help with assessment, but instead it transformed our thinking about our curriculum and how we design it. The DQP became a platform from which to launch an institution-wide discussion regarding curriculum design.”

~ Administrator, two-year public university
What can you do with it?

• Mapping the Curriculum
• Articulating Learning Outcomes
• Advancing Transfer Student Success
• Representing Co-curricular Learning
DQP Process

Revision of Learning Outcomes

Alignment of Learning and Curriculum Mapping

Revision and redesign of curriculum & learning experiences

Revision and alignment of assessment activities

Revision of policies
The Learning Systems Paradigm
Consensus-based

Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.
Alignment

Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.
The educational system reorganizes educational experiences around *all* students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.
Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.
Other frameworks

LEAP Essential Learning Outcomes: LEAP ELOs
Degree Qualifications Profile: DQP
Tuning (History, Communications, etc.)
Employability Skills Framework
Common Employability Skills (NACE)
Common Core State Standards
Beta credentials framework
Connecting credentials
International frameworks
Ask yourself...

What do you want to do and to what do you want to connect?

Each learning framework addresses different needs and ends
What does a framework allow you to do?

Set you up for engagement with VALUE rubrics

Provides points of common ground through a shared understanding and language

Engage with employers in a more meaningful manner through demonstration conversations

Map where learning occurs

Integrate curricular and co-curricular

Find points of similarity and distinction

Move into comprehensive learner records
Two ways in: Mapping and Assignments
Faculty are working to create a curriculum that intentionally builds in integrated learning opportunities over time for students to apply and practice as well as transfer their knowledge and skills through assignments, in and out of courses.
Findings from NILOA’s Survey of Provosts 2017

77% report currently mapping curriculum
Learning Outcomes are Increasingly Aligned

At 50% of campuses: all programs have PLOs and align those PLOs with ILOs
Assessment for Student Success is based on authentic measures of student learning.

Classroom-based assessment

National Student Surveys

Rubrics

2

1

3
Curriculum Mapping: The Process

Focused on curriculum and program learning outcomes

Two-dimensional matrix representing courses on one axis and outcomes on the other

Faculty identify which courses address which learning outcomes

Email around an excel sheet for faculty to self-identify

Department chairs individually complete a map

Groups of faculty come together to map courses to learning outcomes
## Map Level 1

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 3</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
But.....

Is it an individual process or one of consensus building?

If two faculty members individually mapped the curriculum would they end up with the same map?

If students mapped the curriculum, would they have the same map as faculty?

What is standard of alignment? Is one paper in one class enough?

Do we have a shared understanding of what we are building towards?
<table>
<thead>
<tr>
<th>Content</th>
<th>Introductory Course</th>
<th>Research Methods</th>
<th>Advanced Content Course A</th>
<th>Laboratory / Practicum Course</th>
<th>Advanced Content Course B</th>
<th>Advanced Content Course C</th>
<th>Advanced Content Course D</th>
<th>Capstone Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Disciplinary knowledge base (models and theories)</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
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</tr>
<tr>
<td>SLO 2: Disciplinary methods</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
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</tr>
<tr>
<td>SLO 3: Disciplinary applications</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
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</tr>
<tr>
<td>SLO 4: Analysis and use of evidence</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
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</tr>
<tr>
<td>SLO 5: Evaluation, selection, and use of sources of information</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
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<tr>
<td>SLO 6: Written communication skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
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</tr>
<tr>
<td>SLO 7: Oral communication skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
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</tr>
<tr>
<td>SLO 8: Disciplinary ethical standards</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SLO 9: Academic integrity</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Project Management</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
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</tr>
<tr>
<td>SLO 10: Interpersonal and team skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
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</tr>
<tr>
<td>SLO 11: Self-regulation and metacognitive skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
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Center for University Teaching, Learning, and Assessment
http://uwf.edu/cutla/
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<tbody>
<tr>
<td>SLO 1: Disciplinary knowledge base (models and theories)</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 2: Disciplinary methods</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 3: Disciplinary applications</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Class Project</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking**

| SLO 4: Analysis and use of evidence | Term Paper | Lab Paper | Class Presentation | Term Paper | Capstone Portfolio |
| SLO 5: Evaluation, selection, and use of sources of information | Annotated Bibliography | Term Paper | Lab Paper | Term Paper | Capstone Portfolio |

**Communication**

| SLO 6: Written communication skills | Reflection Essays | Lab Paper | Term Paper | Term Paper | Capstone Portfolio |
| SLO 7: Oral communication skills | Class Presentation | Poster Session | Class Presentation | Class Presentation |

**Integrity / Values**

| SLO 8: Disciplinary ethical standards | Reflective Paper | IRB/ACUC Proposal | Reflective Paper | Capstone Portfolio |
| SLO 9: Academic integrity | Class Assignments & Exams | Exams & Term Paper | Class Assignments & Exams | Capstone Portfolio |

**Project Management**

| SLO 10: Interpersonal and team skills | Peer Review of Team Skills | Project Client Feedback | Peer Review of Team Skills | Capstone Portfolio |
| SLO 11: Self-regulation and metacognitive skills | Class Assignments & Exams | Class Assignments & Exams | Class Assignments & Exams | Exams & Term Paper | Capstone Portfolio |

Center for University Teaching, Learning, and Assessment
Sample Curriculum Map (Assignments & Embedded Assessments)
http://uwf.edu/cutla/
Take Away

Mapping is a lens, it’s a way of seeing some things and therefore not seeing others.

Once we realize it’s a lens, we need to consider the layers that can be mapped as well as how our students move through and experience our intentional design.
Alignment

How do you ensure alignment between our assignments and a given learning outcome for a learning experience?

What elements of the learning environment do we need to align?

How much is “enough” to be placed in a map?

Does it need to be tightly aligned or loosely aligned?
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>General Education</th>
<th>Major Courses</th>
<th>Activities and Experience That Provide Support</th>
<th>Possible Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>General education courses that support the learning outcomes</td>
<td>Courses that address specific outcomes</td>
<td>Cocurricular elements that support specific outcomes</td>
<td>Possible career paths related to the map</td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Prior Learning</td>
<td>Courses</td>
<td>Other Required Courses, Recommended Electives</td>
<td>Activities and Experience That Provide Support</td>
</tr>
<tr>
<td>-------------------</td>
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<td>---------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Learning Outcome 1</td>
<td>Prior learning that is accepted in relation to specific outcomes</td>
<td>Courses that address specific outcomes</td>
<td>Other courses that support and reinforce specific outcomes</td>
<td>Cocurricular elements that support specific outcomes</td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Transparency

Awareness of Learning Outcome Statements
Are students even aware?

Student focus groups reveal that most students are not even aware they are being assessed. But upon learning about assessment...wish they had been told about it earlier.
With whom do we share the maps?

Advising?

Students?

Orientation for new faculty?

Adjuncts?

Others?
Learning Systems Paradigm

Mapping in a Learning Systems Paradigm asks us to take a wider lens to think deeply about the various places where learning is happening that aren’t documented in our traditional maps.

Consensus-based reminds us that we each have a role to play in supporting our learners achievement of our shared learning outcomes.

Alignment reminds us that we need to explore the connections points between various learning experiences to support integration and transferability of learning.

Learning-centered asks us to be mindful of our assumptions and implicit design, and work with our learners.

Communicated stresses that all of our work is for naught if we don’t share it with others and tell them why we are doing things the way we are.
With whom do we share the maps?

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Assignments as Assessments

Faculty are working to create a curriculum that intentionally builds in integrated learning opportunities over time for students to apply and practice as well as transfer their knowledge and skills through assignments, in and out of courses.
Assignments as a way in

Assignment

Scaffolding Learning

Learning Outcomes

Evaluative Criteria
How assignments connect

Assignment

Scaffolding Learning

Assignment

Scaffolding Learning

Assignment

Scaffolding Learning

Learning Outcomes

Evaluative Criteria

Learning Outcomes

Evaluative Criteria

Learning Outcomes

Evaluative Criteria
Program View

General Education

Major

Assignment

Scaffolding Learning

Learning Outcomes

Evaluative Criteria
Connections

Implications for transcripts, career development, and pathways
Resources: Toolkit

Making the Case for Assignment Charrettes: Part one of the assignment charrette toolkit introduces the NILOA assignment initiative, presents the case for why assignments, discusses the importance of alignment, and presents elements of effective assignments.

Resources for Conducting an Assignment Charrette: Part two of the assignment charrette toolkit provides a complete set of resources to assist in conducting an assignment charrette, addressing planning a charrette, invitation emails, agendas and timing, guidelines for facilitators and unfacilitated charrettes, and feedback and evaluation forms including follow-up surveys.

Charrette Handouts: Part three of the assignment charrette toolkit includes a zip file of handouts commonly utilized with faculty during an assignment design charrette including handouts on the process, feedback forms, readings, and additional resources for reflection.

Institutional Examples: Part four of the assignment charrette toolkit provides a variety of examples of institutions and disciplinary association engagement with and modification of assignment design conversations. This example comes from Washington State University.

Institutional Example: University of Hawai‘i Manoa

http://www.learningoutcomeassessment.org/assignmenttoolkit.html
# DQP Assignment Library

Search for an assignment by a keyword using the search box or by clicking on any specific tag.

### Search By: **Title**

<table>
<thead>
<tr>
<th>Academic Disciplines and Assignment Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and humanities</td>
</tr>
<tr>
<td>Community engagement</td>
</tr>
<tr>
<td>Exam</td>
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<tr>
<td>Health Sciences</td>
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<tr>
<td>Library assignment</td>
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<tr>
<td>Online course</td>
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<td>Presentation</td>
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<td>Research methods</td>
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<td>Spreadsheet</td>
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<tr>
<td>Business</td>
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<tr>
<td>Education</td>
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<tr>
<td>General education</td>
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<tr>
<td>History and social sciences</td>
</tr>
<tr>
<td>Life sciences</td>
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<tr>
<td>Physical sciences</td>
</tr>
<tr>
<td>Program assessment</td>
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<tr>
<td>Self-assessment</td>
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<tr>
<td>VALUE rubrics</td>
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<tr>
<td>Capstone</td>
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<tr>
<td>Engineering</td>
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<tr>
<td>Group project</td>
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<tr>
<td>Introductory course</td>
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<tr>
<td>Mathematics and computer science</td>
</tr>
<tr>
<td>Portfolio</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
<tr>
<td>Sequested/scaffolded assignments</td>
</tr>
<tr>
<td>Writing assignment</td>
</tr>
</tbody>
</table>

### DQP Proficiencies

| Analytic inquiry                                    |
| Broad and Integrative Knowledge                     |
| Communicative fluency                               |
| Ethical reasoning                                   |
| Quantitative fluency                                |
| Applied and Collaborative Learning                  |
| Civic and Global Learning                           |
| Engaging diverse perspectives                       |
| Intellectual Skills                                  |
| Specialized Knowledge                                |
More Resources
Questions

Email: niloa@education.illinois.edu
njankow2@Illinois.edu

http://www.learningoutcomesassessment.org
www.assignmentlibrary.org
www.degreeprofile.org