A GREAT LEAP FORWARD:
CONTEXTUALIZING THE DEGREE QUALIFICATIONS PROFILE (DQP)

Jim Robinson, Director
Teaching & Learning Center
UW-Parkside

<Presentation Date>
A Great LEAP Forward:
Contextualizing the Degree Qualifications Profile (DQP)

That’s “A” as in

Not “The” as in

Yet there could be the shared metaphor of modernization.
A Great LEAP Forward:
Contextualizing the Degree Qualifications Profile (DQP)

That’s “LEAP” as in Liberal Education and America’s Promise.

Not “Leap” as in

Yet there could be the shared metaphor of a united effort of working toward progress.
Session Overview

We are going to walk the timeline through several AAC&C initiatives that have provided profound impact in education research and the accompanying education resources.

AACU LEAP Initiative and the UW-System Shared Learning Goals

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AACU Quality Collaboratives Project: Assessing the Degree Qualification Profile (DQP)

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Liberal Education and America’s Promise

What is the desired outcome of the Liberal Education and America’s Promise initiative?

Is it for all students who enter college as conservatives to leave as liberals? Ah, No.
Liberal Education and America’s Promise

What is the desired outcome of the Liberal Education and America’s Promise initiative?

Let’s consult the primary source, the AAC&U.
Liberal Education and America’s Promise

LEAP responds to the changing demands of the twenty-first century—demands for more college-educated workers and more engaged and informed citizens.
Liberal Education and America’s Promise

Today, and in the years to come, college graduates need higher levels of learning and knowledge as well as strong intellectual and practical skills to navigate this more demanding environment successfully and responsibly.
Liberal Education and America’s Promise

-Launched in 2005, LEAP challenges the traditional practice of providing liberal education to some students and narrow training to others.
Through LEAP, hundreds of campuses and several state systems are making far-reaching educational changes to help all their students—whatever their chosen major field of study—achieve a set of Essential Learning Outcomes fostered through a liberal education.
Wisconsin is a LEAP state and was involved from the beginning.
ESSENTIAL LEARNING OUTCOMES (ELOs)
LEAP’s Vision: Essential Learning Outcomes (ELOs)

Not ELO
LEAP’s Vision:
Essential Learning Outcomes (ELOs)

These ELOs will not bring you down.
UW System Shared Learning Goals

Clearly inspired by LEAP ELOs but constructed from the consensus elements of all UW System institutions’ core learning goals.
University of Wisconsin System Shared Learning Goals for Students

- **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.

- **Critical and Creative Thinking Skills** including inquiry, problem solving and higher order qualitative and quantitative reasoning.

- **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.

- **Intercultural knowledge and competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.

- **Individual, Social and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.

Many University of Wisconsin System campuses are currently working to advance these primary learning goals and values. However, we can be more intentional, coordinated, systematic, and effective in educating the citizens that our communities, state, and nation need.

United in our focus on these shared learning goals, the University of Wisconsin System is committed to preparing students with the learning they need to become life-long learners, to enjoy a high quality of life, and to succeed in and contribute to our rapidly changing, increasingly global society.

Reference
*College Learning for the New Global Century*, AAC&U, January 2007

High Impact Practices
2008
High Impact Practices (HIPs) 2008

How does one approach achieving the LEAP ELOs or UW System Shared Learning Goals?

Based upon the work of George Kuh*, High Impact Practices are:

(teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.)

High Impact Practices (HIPs) 2008

High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experience places a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences
The broader idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are helping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world culture, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experience. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interest—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
VALUE Rubrics
Once one has goals and outcomes and HIPs to assist in addressing them, the next step is always how do we determine how well we are meeting our expectations?

Enter the handy ready-made, pedagogically sound framework of the VALUE rubrics. ....and they’re free to download.
VALUE Rubrics

Intellectual and Practical Skills

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving

Personal and Social Responsibility

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Global Learning

Integrative and Applied Learning

- Integrative and applied learning

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VALUE Rubrics

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VALUE Rubrics

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• Intercultural knowledge and competence
• Ethical reasoning
• Foundations and skills for lifelong learning
• Global Learning

Integrative and Applied Learning
• Integrative and applied learning
The QC Project and the DQP
The QC Project and the DQP 2010

The Quality Collaboratives (QC) Project and the Degree Qualifications Profile (DQP)

Once one has goals and outcomes and HIPs and VALUE rubrics to assist programatic goal attainment, we the might ask:

How does all of this impact our graduates throughout their educational careers, including the key competencies one needs at various degree attainment levels?
Happily the Lumina Foundation in collaboration with the AAC&U endeavored to answer that question with a goal toward further enhancing educational quality through the QC Project. See: Quality Collaboratives: Assessing and Reporting Degree Qualifications Profile Competencies in the Context of Transfer

One facet of this project is to evaluate the efficacy of the framework outlined in the DQP on promoting competencies in the context of transfer.
The QC project and the DQP 2010

The Lumina Degree Qualifications Profile (DQP)

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....and it’s free to download.
QC PROJECTS WITHIN UW-SYSTEM
Institutions Involved Nationwide

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UWSA QC projects pair a UW-Colleges and comprehensive institution

**UW- Oskosh and UW-Fox Valley** are focusing on civic engagement learning outcomes as defined by Lumina. **Guiding Questions:** What is the effect of student participation in civic engagement experiences at 2-year colleges on retention and student performance at 4-year institutions? In other words, the project is looking at the efficacy of the integration of civic engagement practices into the curriculum.
UWSA QC projects pair a UW-Colleges and comprehensive institution

**UW- Parkside and UW-Waukesha** are focusing on applying the DQP to assess the new UW Colleges Bachelor of Applied Arts and Sciences (BAAS) degree.

**Guiding questions:** How does the completion of the BAAS degree impact students’ global thinking, cognitive, and/or applied skills? How does the BAAS impact student completion rates?
QUESTIONS?

Contact information:
Jim Robinson
Director, Teaching & Learning Center
University of Wisconsin-Parkside
245 Wyllie Hall
900 Wood Road
Kenosha, WI 53141-2000
E-mail: robinson@uwp.edu    Phone: 262-595-2068
http://www.uwp.edu/departments/teaching.center/
Resources

• AAC&U LEAP Initiative
  http://aacu.org/leap/index.cfm
• Quality Collaboratives Project Overview
• LEAP Campus Toolkit
  http://leap.aacu.org/toolkit/projects/quality-collaboratives/resources-for-participants
• UW-Parkside-Waukesha QC Website
  http://www.uwp.edu/departments/teaching.center/qc.cfm