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## A Library of DQP Assignments: Building Capacity for a New Model of Assessment

This initiative will advance campus work with the Degree Qualifications Profile (DQP) by creating and making available nationwide a library of high-quality, peer-reviewed assignments linked to DQP outcomes. It will build on and further stimulate institutional efforts already underway, engaging faculty at the grassroots level in ways that make a difference in the classroom.

### The Need

NILOA has identified about 400 campuses that are experimenting with the DQP, using it to start instructive conversations about outcomes and to map these outcomes to the curriculum. At the same time, assessing the DQP outcomes continues to be a challenge. The [paper by Peter Ewell and Carol Schneider](#) cogently sets forth the assessment implications of the DQP. What faculty members tell us they are looking for now are concrete examples and models for how to move the DQP from an intriguing conceptual framework into the ongoing teaching and learning process. Thus, to realize the promise and potential of the DQP, the field needs examples of well-crafted course-based assignments that assess and document DQP outcomes.

### The Focus

Unlike the reigning model of assessment as a sampling of average student performance, the DQP insists that all graduates attain all of the described proficiencies (Ewell, 2013). The most expeditious venues for this to happen are the tasks, projects, and papers that faculty regularly assign in the courses they teach. For this reason, the DQP authors emphasize the importance of assignments as the vehicle by which students demonstrate the skills and proficiencies set forth in the DQP.

The good news is that NILOA has found a substantial number of DQP-user campuses that are working on “signature assignments.” Moreover, previous work funded by Lumina through Tuning USA has also produced a number of high quality assignments and examination questions that assess DQP outcomes anchored in disciplinary contexts. The aim of this project is to tap into this emergent work, provide faculty with the support to bring it to a high level, make more widely available examples of well-designed rigorous assignments that campuses say are needed, and learn from this work in ways that can catalyze more and better assignment designs as the key to a new vision of assessment.

### Goals and Outcomes

1. To create an interactive, online collection of faculty-generated, peer-reviewed assignments of DQP proficiencies—which can be seen, used, adapted, commented upon, and improved over time.
2. To build a community of expert judgment around this work by developing networks for peer collaboration and review.
3. To develop resources for the development of further assignments, such as assignment templates (as described in the Ewell/Schneider paper), guidelines, collections of existing research, and so forth, and make these easily accessible as part of an interactive, online site available through NILOA.
4. To reinforce the DQP vision of assessment in which faculty are primarily responsible for evaluating student performance.

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