DQP

DEGREE QUALIFICATIONS PROFILE

A library of DQP assignments:

Building capacity for authentic assessment of student learning

To advance campus work with the Degree Qualifications Profile (DQP), the National Institute for Learning Outcomes Assessment (NILOA) is making available an online library of high-quality, peer-reviewed assignments linked to DQP outcomes. The assignments may be obtained at www.degreeprofile.org/assignment-library. This interactive library 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 more than 400 campuses that are experimenting with the DQP, using it to start instructive conversations about outcomes and to map these outcomes to the curriculum. But assessing the DQP outcomes continues to be a challenge. *The Lumina Degree Qualifications Profile: Implications for Assessment,* a 2013 paper by DQP authors Peter Ewell and Carol Schneider, cogently examines this issue. Faculty members tell us they are now looking for concrete examples for how to move the DQP from an intriguing conceptual framework into the ongoing process of teaching and learning. Thus, to realize the promise and potential of the DQP, the field needs examples of well-crafted, course-based assignments that foster and assess DQP outcomes.

The focus

Unlike the reigning model of assessment as a sampling of average student performance, the DQP requires that all graduates attain all of the described proficiencies (Ewell, 2013). The best place for this to happen is in assignments — 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.

Fortunately, many campuses are designing and using assignments aligned with the DQP. Moreover, Tuning USA efforts and DQP projects have produced a number of high-quality assignments and examination questions that assess DQP outcomes anchored in disciplinary contexts. The assignment library initiative aims to tap into this ongoing work, provide faculty with the support to enhance it, and to increase the availability of well-designed, rigorous assignments. Also, we hope the lessons learned in this work can lead to more and better assignment designs as the key to realizing a new vision of assessment.

Goals and outcomes

- To create an interactive, online collection of faculty-generated, peer-reviewed assignments of DQP proficiencies — assignments that can be reviewed, used, adapted, commented on and improved over time.
- To build a community of expert judgment around this work by developing networks for peer collaboration and review.
- To develop resources that can aid in developing assignments — including templates, guidelines, collections of existing research and links to other collections of assignments — and to make these resources easily accessible online.
- To reinforce the DQP's vision of assessment as one in which faculty are primarily responsible for evaluating student performance.

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