



The Future of Undergraduate Education: The Future of Kentucky

A Learning Centered Framework
For What College Graduates Should Know
And Be Able to Do

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A Learning Centered Framework For What College Graduates Should Know And Be Able to Do



The *focus* is on learning and the competencies that result—not solely on courses, grades, curricular requirements, etc.

A Learning Centered Framework For What College Graduates Should Know And Be Able to Do



The framework organizes learning in terms of specific—though interconnected—proficiencies.

A Learning Centered Framework For What College Graduates Should Know And Be Able to Do



What matters most is whether graduates can develop proficiencies qualifying them for further education and employment.

Your Turn

In what ways would a “*learning centered framework*” differ from more familiar types of indicators?

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- A course catalog?

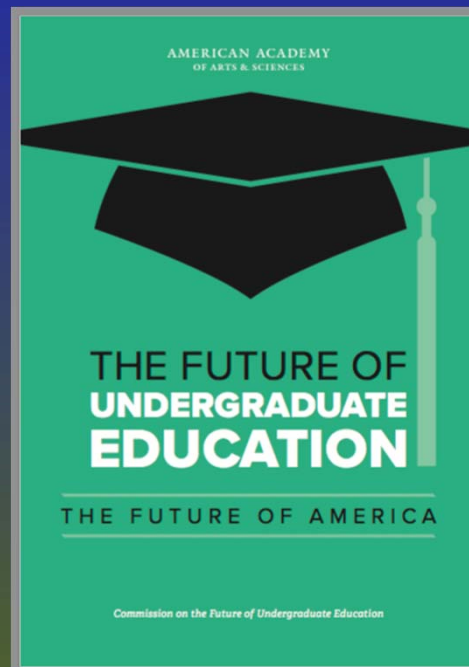
Your Turn

In what ways would a “*learning centered framework*” differ from more familiar types of indicators?

- A university mission statement?
- A course catalog?
- A transcript?

This discussion is in part about . . .

How a clear framework of degree-level learning outcomes at your institution would address the objectives advanced in the AAAS report



1 Strengthen the Student Educational Experience

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A learning outcomes framework, expressed in language students find accessible and appealing, can contribute to this understanding.

2 Increase Completion, Reduce Inequities

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Students who are more focused, more motivated, and more intentional are likely to pursue a more efficient, straightforward path to a degree.

A learning outcomes framework, expressed in language students find accessible and appealing, contributes to “college know-how” (AAAS, *Future*, p 38) thereby eliminating preferential treatment for privileged “insider” savvy and thus reducing inequities.

3 Control Costs, Increase Affordability

When students who are focused, motivated, and intentional pursue straightforward, timely approaches to a degree, costs are controlled and affordability is enhanced.

Your Turn

How is your institution pursuing the goals that are identified in the AAAS report?

Strengthening the student educational experience?

Increasing completion rates?

Reducing inequities?

Controlling costs?

Increasing affordability?

What other, related goals are motivating your institution?

So it's timely to consider . . .

How a clear framework of degree-level learning outcomes at *your* institution could improve the success of *your* students,

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So it's timely to consider . . .

How a clear framework of degree-level learning outcomes at *your* institution could improve the success of *your* students, enhance the efficiency and effectiveness of the instruction *you* provide, and support your institution's differentiation.

And this discussion is also about

DQP

DEGREE QUALIFICATIONS PROFILE

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

but the implicit message is *not*

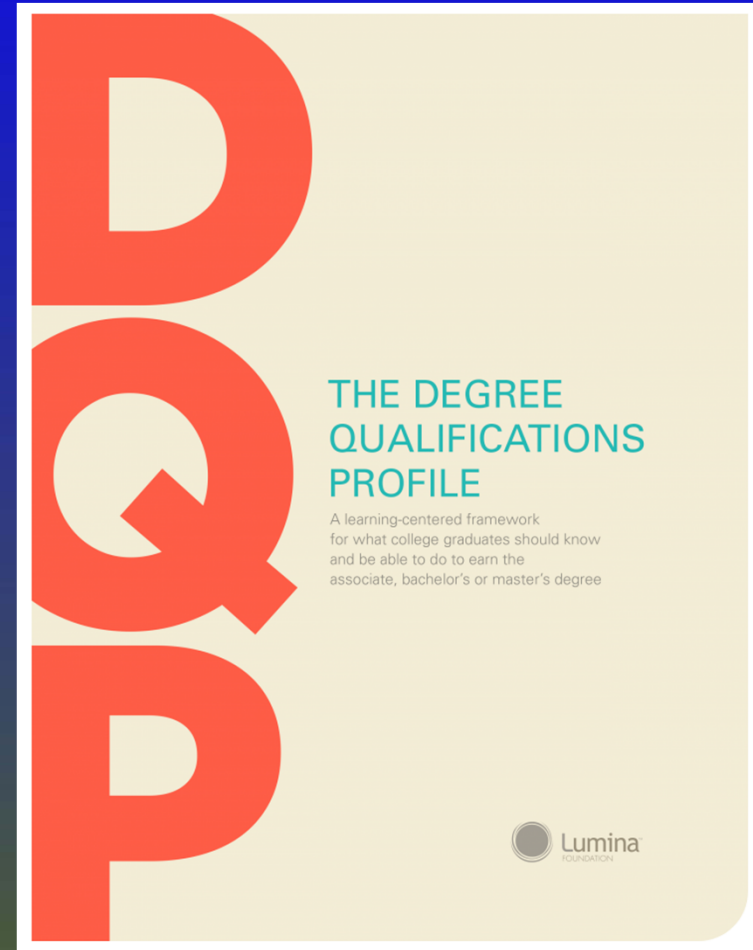
Adopt the DQP.

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(Or else!)

Rather . . .

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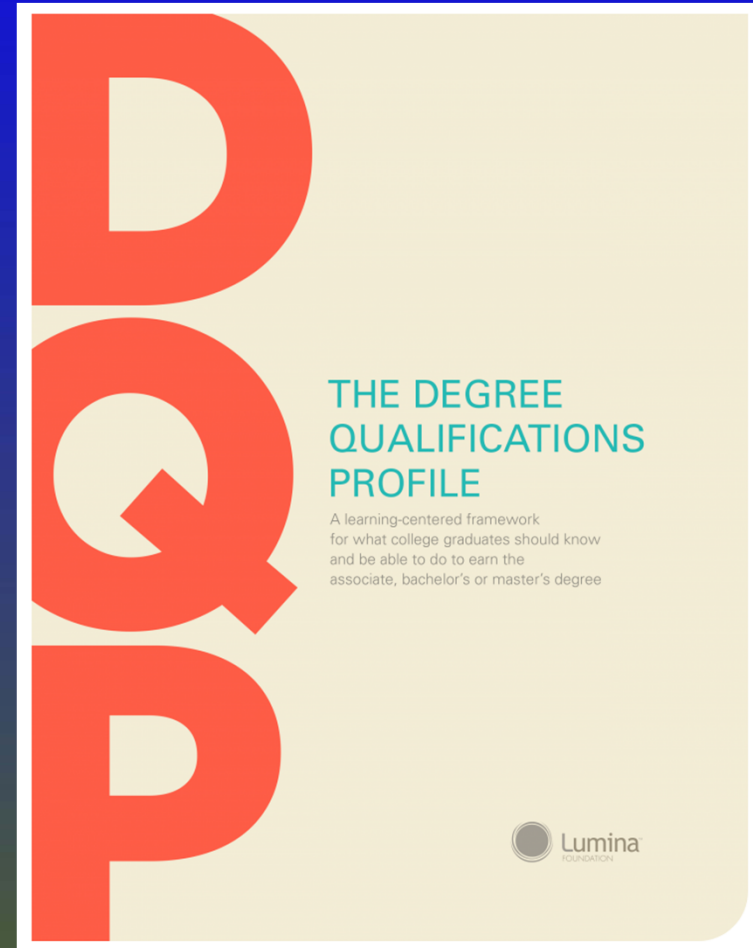
- What is the DQP?
- Why is there a DQP?
- How is it organized?
- How might you find it useful?



Your Turn

Have you or your institution already made use of the DQP? If so, how did you use it? What recommendations do you have to offer?

- **What is the DQP?**
- Why is there a DQP?
- How is it organized?
- How might you find it useful?



It's not



A Dairy Queen Parfait

The Degree Qualifications Profile

It is

An effort to define in explicit terms what degrees should mean, irrespective of discipline

What is the DQP intended to do?

- ➔ Offer reference points for students, faculty, advisors, accreditation
- ➔ Encourage curricula that are clearly intentional, coherent, cumulative
- ➔ Support assessment useful to faculty and institutions
- ➔ Provide a baseline for institutions seeking to clarify their distinctiveness
- ➔ Clarify the incremental nature of degree levels, thereby encouraging progression

What the DQP Is **NOT** Intended To Do

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→ Standardize degrees

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- Standardize degrees
- Define what should be taught

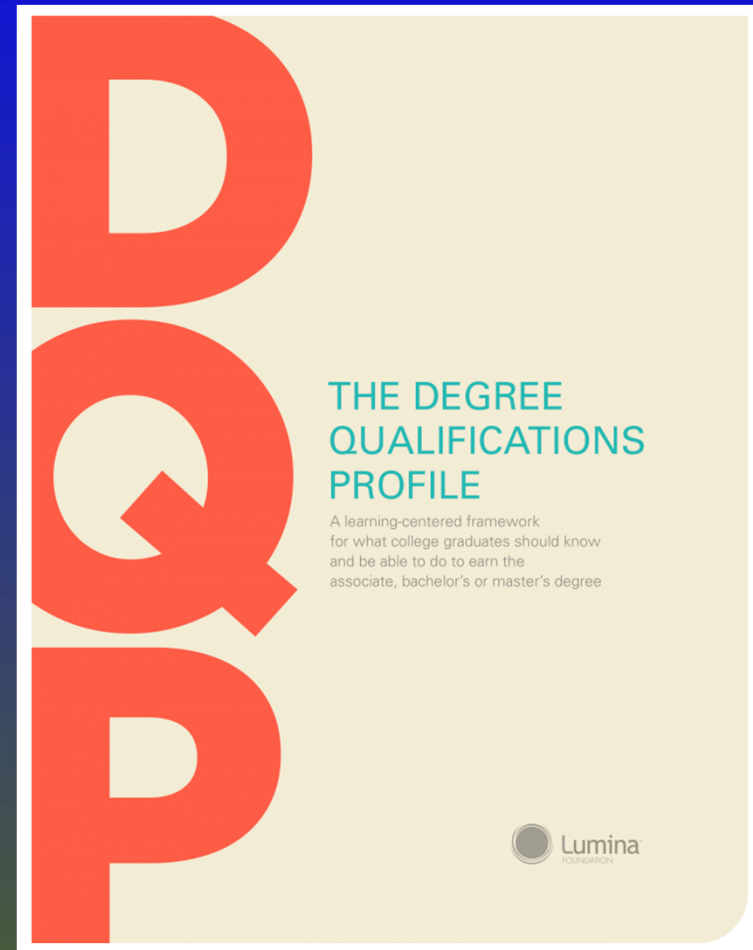
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- Prescribe pedagogy

What the DQP Is **NOT** Intended To Do

- Standardize degrees
- Define what should be taught
- Prescribe pedagogy
- Encourage rankings, internally or externally

- What is the DQP?
- **Why is there a DQP?**
- How is it organized?
- How might you find it useful?



Prompts for the *Profile 1*

- An increased emphasis on accountability
 - Declining state support, rising tuition
 - Student loan defaults
- A corresponding emphasis on assessment
 - An increasing priority on the part of accreditors
 - Rise of “performance funding”

Prompts for the *Profile 2*

- Strong examples of learning outcomes frameworks in use by institutions, advisors, students (UK, Scandinavia, Australia)

Prompts for the *Profile 3*

Degree completion goals in the US

- President Obama's declared intent in 2009 to restore US leadership in citizens achieving college degrees
- Lumina Foundation's 20/25 goal: to increase the percentage of Americans with ***high-quality*** degrees and credentials to 60 percent by the year 2025

both meaningless without a commitment to quality.

Prompts for the *Profile 4*

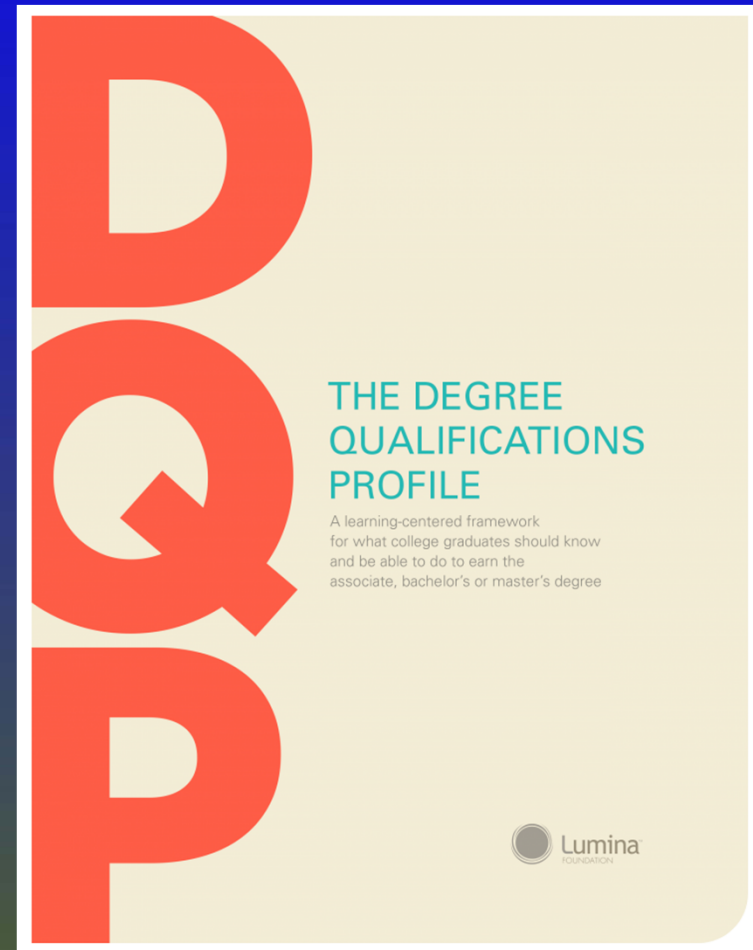
- Arum/Roksa: *Academically Adrift*
- Derek Bok, *Our Underachieving Colleges*
- Employer reports of graduates' inadequacies
- Faculty members' impressions concerning student skills



Your Turn

Can you think of other reasons why a consensus regarding degree-level learning outcomes might be a timely priority?

- What is the DQP?
- Why is there a DQP?
- **How is it organized?**
- How might you find it useful?



Organization of the *Profile*

Five areas of learning

- Integrative Knowledge

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- Specialized Knowledge

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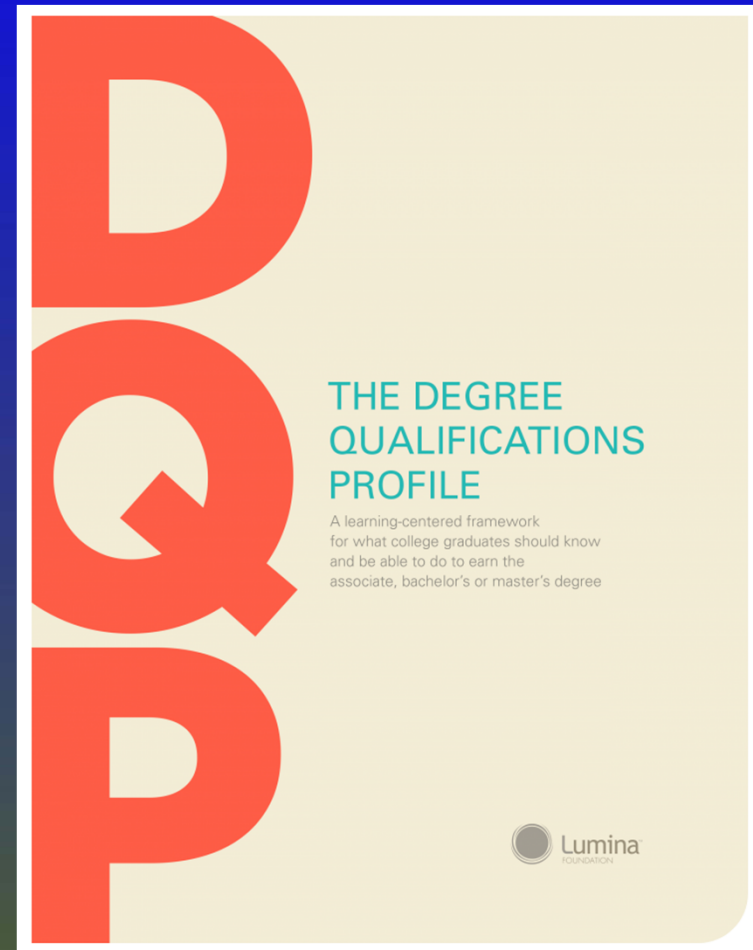
- Integrative Knowledge
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- Intellectual Skills
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shown as interrelated, not discrete

Assumptions behind the *Profile*

- The *Profile* should “describe ***concretely*** what is meant by each of the degrees addressed.”
- The *Profile* should “illustrate how students should be expected to perform at progressively more challenging levels.”
- The outcomes expressed in the *Profile* should be ***summative***—and should be approachable by multiple paths
- The outcomes should be ***illustrative***, as no profile can be comprehensive

- What is the DQP?
- Why is there a DQP?
- How is it organized?
- **How might you find it useful?**



1

The Profile can be used as an institutional resource, i.e., a starting point, for the development of your degree-level learning outcomes, thereby . . .

Breaking the block

***Blank
page***



2

The Profile can be used as a rubric for identifying gaps in your institution's framework of degree-level learning outcomes

“Hey, we left out writing!”



3

The Profile can serve as prompt for measuring the specificity, measurability, and intelligibility of your institution's outcomes.





Are they concrete?

4

Students can use your institution's framework of degree-level learning outcomes to better navigate their degree paths



CPS

Curricular Positioning System

5

Clear degree-level learning outcomes can enable disciplines to evaluate and (perhaps) strengthen the contributions they are making to students' accomplishment of those outcomes

Consider Curriculum Mapping?

Faculty within their disciplines identify how their courses contribute to the accomplishment of the institution's learning outcomes—and where there may be gaps



Why do curriculum mapping?

- Achieve a clearer alignment between program and institutional goals
- Identify where and how particular outcomes are expected, explicitly taught for, and assessed
- Make possible a “backwards” design of the curriculum (first agree on outcomes, then develop courses and assignments to ensure accomplishment of those outcomes)

Questions CM can answer

- In the key courses, are outcomes addressed in a logical order?
- Do all the key courses address at least one institutional learning outcome?
- Do multiple offerings of the same course address the same outcomes, at the same levels?
- Do some outcomes get more coverage than others?
- Are all outcomes first introduced and then reinforced?
- Are students expected to show high levels of learning too early?
- Do all students, regardless of which electives they choose, experience a coherent progression and coverage of all outcomes?

Your Turn

- Have you done curriculum mapping?
- What was the process?
- What was the map used for after it was developed?

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6

Students studying at the associate level may understand more clearly the incremental learning offered by your institution's baccalaureate and thus make a more fully informed decision about further study.

7

Students studying at the baccalaureate level may understand more clearly the incremental learning offered by your institution's master's and thus make a more fully informed decision about further study.

8

Through their acquaintance with your institution's degree-level learning outcomes, degree recipients will be better able to interpret their credentials to potential employers and graduate programs—and to offer assurance of their readiness.

Your Turn

Can you think of (or have you explored) other uses of the DQP—or of your institutional statement of degree-level learning outcomes?

We have considered . . .

- What is the DQP?
- Why is there a DQP?
- How is it organized?
- How might it be useful?



Your (Final) Turn

Are there other questions we should have considered—and that we should attempt to answer?

Questions later?

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Thank you