ANTELOPE VALLEY COLLEGE
OUTCOMES COMMITTEE MEETING
March 10, 2014
3:00 p.m. – 4:30 p.m.
L 201

To conform to the open meeting act, the public may attend open sessions

1. **CALL TO ORDER AND ROLL CALL**

2. **OPENING COMMENTS FROM THE OC COMMITTEE CHAIR**

3. **COMMENTS FROM THE PUBLIC**

4. **APPROVAL OF MINUTES**
    a. February 24, 2014

5. **REPORTS**
    a. FPD: PLO Assessment
    b. Updates from the Department of Institutional Effectiveness, Research, and Planning – Dr. Meeta Goel

6. **ACTION ITEMS**
    a. Revised SLOs: **CIS 101**, ELTE 135, **ESL 099**, **ESL 101**, **HIST 107**, **HIST 108**, **Math 102B**

7. **DISCUSSION ITEMS**
    a. Minor vs. major SLO/PLO revisions (attachment)
    b. The Degree Qualifications Profile (DQP) (attachment)

8. **ADMINISTRATIVE BUSINESS**
    a. SLO-Related Events –
        i.   FPD:
            1. General Pedagogical Strategies (3/17 /14, 7-10 pm in SSV 151)
            2. Why Grades are Not enough (4/21/14, 7-10 pm in SSV 151),
        ii. ACCJC Conferences on Degree Qualification Profile Project (3/21, 4/4, 5/1-5/3 in CSUSB)

9. **OTHER**
    a. OC Meeting dates for Spring 2014: 3/24, 4/14, 4/28, 5/12

10. **ADJOURNMENT**

ANTELOPE VALLEY COLLEGE
OUTCOMES COMMITTEE MEETING
February 24, 2014
3:00 p.m. – 4:30 p.m.
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MEMBERS PRESENT			
Dr. Fredy Aviles, Chair	Jessica Eaton	Dr. Glenn Haller	Melanie Parker
Stacey Adams	Luis Enriquez, proxy	Dr. Scott Lee	Wendy Stout
Leslie Baker	Dr. Irit Gat	Dr. Tom O'Neil	William Vaughn
David Durost	Dr. Meeta Goel		

MEMBERS ABSENT		GUESTS PRESENT/EX-OFFICIO MEMBERS	
Carla Corona	Diana Keelan		
Kimberly Covell	LaDonna Trimble		

1. **CALL TO ORDER AND ROLL CALL**
    A motion was made and seconded to call the February 24, 2014 Outcomes Committee Meeting to order at 3:09 p.m. Dr. Fredy Aviles, SLO Faculty Co-Chair, called the meeting to order at 3:08 p.m. Motion carried.

2. **OPENING COMMENTS FROM THE SLO COMMITTEE CHAIR**
    Dr. Fredy Aviles informed the committee that Gloria Kastner would be taking minutes today in the absence of Melissa Jauregui who is attending a conference. He welcomed the members to the second meeting of the semester and indicated that this would be the last meeting at which SLO revisions can be approved so courses can make the AP&P deadline for fall.

    A motion was made and seconded to revise item 6b to read New PLO instead of Revised PLO. Motion carried.

3. **OPEN COMMENTS FROM THE PUBLIC**
    No comments from the public were made.

4. **APPROVAL OF MINUTES**
    a. **February 10, 2014**
        A motion was made and seconded to approve the minutes of the February 10, 2014 Outcomes Committee meeting. After a brief moment, it was determined that discussion was not needed. Motion carried

5. **REPORTS**
    a. **Updates from the Department of Institutional Effectiveness, Research, and Planning – Dr. Meeta Goel**
        Dr. Meeta Goel announced between March 1st and April 30th, two assessments will be conducted and five benchmark areas, which were last done in 2008. Information will be gathered from the benchmarks relating to teaching, learning and the support services areas. General education assessment and Collegiate Learning Assessment (CLA), which gives a snapshot of critical thinking skills, should be conducted every two years. Bill Vaughn, Language Arts representative, asked if this information could be combined with faculty evaluations for research purposes. The answer to this question was not known.

6. **ACTION ITEMS**
    a. **Revised SLOs: (Bolded courses are in CurricUNET)**
        • **BUS 201** – A motion was made and seconded to approve the SLO for BUS 201. After a brief moment it was noted that revisions were not necessary. Motion carried.

- ELTE 125 – A motion was made and seconded to approve the SLO for ELTE 125. After a brief moment it was noted that revisions were not necessary. Motion carried.
- ELTE 130 – A motion was made and seconded to approve the SLO for ELTE 130. After a brief moment it was noted that revisions were not necessary. Motion carried.
- ELTE 135 – A motion was made and seconded to approve the SLO for ELTE 125. After a brief moment it was noted that the SLOs were identical to ELTE 125, which may be a mistake. Motion failed.
- ELTE 180 – A motion was made and seconded to approve the SLO for ELTE 180. After a brief moment it was noted that SLO number four is missing the achievement target. Motion carried pending revision.
- ELTE 235 – A motion was made and seconded to approve the SLO for ELTE 235. After a brief moment it was noted that revisions were not necessary. Motion carried.
- KIN 102 – A motion was made and seconded to approve the SLO for KIN 102. After a brief moment it was noted that revisions were not necessary. Motion carried.
- **KIN 190** – A motion was made and seconded to approve the SLO for KIN 190. After a brief moment it was noted that additional language needs to be added, "using instructor designed rubric". Motion carried pending revision.
- **KIN 196** – A motion was made and seconded to approve the SLO for KIN 196. After a brief moment it was noted that SLO number four and five need the assessment criteria added in CurricUNET. Motion carried pending revision.
- **PHTC 205L** – A motion was made and seconded to approve the SLO for PHTC 205L. After a brief moment the committee requested clarification in the percent of students who will successfully complete the learning outcomes. Currently the language is contradictory (i.e. 85% vs 75% used in the same SLO). Motion failed.
- **THA 130** – A motion was made and seconded to approve the SLO for THA 130. After a brief moment it was noted that the assessment tool was missing and SLO number two and three may need to be rewritten. Motion failed.

b. **NEW PLOs: International Business**
A motion was made and seconded to approve the PLO for International Business new program development. After a brief moment it was noted that the PLOs were missing the grading mechanism language in CurricUNET. Motion carried pending revision.

c. **SLO/PLO assessment section in CurricUNET**
A motion was made and seconded to approve the SLO/PLO assessment section in CurricUNET. After review of the document in the committee packet, the following revisions were requested:
- Assessment Methods: Add multiple choice along with an "other" field and an open textbox. It was also determined that to include "paper" and 'research paper" seems redundant. It was determined that "paper" should be removed from the list since it is the same as an "essay" which is already on the list. "Research paper" will be included in the list.
- Assessment Criteria: Remove participation and add an "other" field and an open textbox. If a faculty member would like to list participation in the "other" field they will have to provide an explanation.
- Achievement Target: Remove the example and change the definition to read, "the percentage of students that meet the assessment criteria."
- Motion carried as revised.

d. **SLO/PLO revision of assessment criteria and achievement targets**
A motion was made and seconded to approve the SLO/PLO revision of assessment criteria and achievement targets. After a brief moment, the committee agreed that the SLO does not need to be reviewed and reapproved in order for a faculty member to adjust the assessment criteria and achievement target. Motion carried.

7. **DISCUSSION ITEMS**
a. **Minor vs. Major SLO/PLO revisions**
Dr. Aviles noted that the committee has been treating SLO revisions inconsistently. When there are only a small number of SLO revisions, the committee reviews each carefully and in essence conducts a "full review" of each one. For this reason, Dr. Aviles asked it if it necessary to distinguish between "minor" and "major" SLO revisions. In other words, the committee can review all SLO revisions carefully essentially giving all submissions a full review. It was noted that it would be difficult to

achieve this when many SLO revisions are on the agenda, and thus minor revisions should perhaps still be conducted. This would entail trusting that SLO reps and faculty review SLO revisions carefully before they get on the agenda. Bill Vaughn noted that the very fact that we undergo this process means that there is not real trust. It was decided that more discussion was needed to resolve this issue.

    b. The Degree Qualifications Profile
A motion was made and seconded to table item 7b. The Degree Qualifications Profile due to lack of time to sufficiently discuss. Motion carried.

8. **ADMINISTRATIVE BUSINESS**
    a. **SLO-Related Events** –
        1. FPD: PLO Assessment (2/24/14 7-10 pm in SSV 151)
           General Pedagogical Strategies (3/17 /14, 7-10 pm in SSV 151)
           Why Grades are Not enough (4/21/14, 7-10 pm in SSV 151),
        2. ACCJC Conferences on Degree Qualification Profile Project (2/21, 3/21, 4/4, 5/2 in CSUSB)

9. **OTHER**
    a. SLO Meeting dates for Spring 2014: 3/10, 3/24, 4/14, 4/28, 5/12

10. **ADJOURNMENT**
A motion was made and seconded to adjourn the February 24, 2014 Student Learning Outcomes Committee meeting at 4:30p.m. Motion carried.

Faculty/Staff Member (Please Print)___Rick Motawakel_____ Date Submitted: 9/20/2013_____

STUDENT LEARNING OUTCOMES REVISION

ANTELOPE VALLEY COLLEGE

COURSE SUBJECT & NUMBER: ELTE 135
COURSE TITLE: ANALOG CIRCUIT ANALYSIS

Institutional Learning Outcomes
1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and variety of technologies.
5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
6. Identify career opportunities that contribute to the economic well being of the community.

Indicate, by number, the Institutional Learning Outcome(s) and Program Learning Outcome(s) each revised Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome. Document the dialogue that prompted this revision along with the rationale for the revision. Post a copy of this form, with any additional supporting information, in the WEAVE Document Repository for the course. Revisions should also be reflected in the course Action Plan. *Please submit an electronic copy of this form to mparker@avc.edu.*

ILO	PLO	STUDENT LEARNING OUTCOMES	ASSESSMENT METHODS and ACHIEVEMENT TARGETS	REVISION DIALOGUE
4	2	Students will analyze, troubleshoot, and repair various analog devices and circuits related to electronics signal processing.	Troubleshooting technique will be graded and assessed by industry standards utilizing a standardized project rubric that is used by all instructors in all sections. Achievement target is that 80% of all student assessed will score 70% or higher.	Updating COR and reviewing the SLO
3	4	Students will read and properly interpret industry standard electronics schematics and technical manuals to assess, maintain, and repair electronics systems.	Standardized questions on exam that are used by all instructors in all sections. Achievement target is that 80% of all student assessed will score 70% or higher.	Updating COR and reviewing the SLO
5	3	Student will identify and demonstrate safe shop practices, soldering and components handling, and hand tool, shop equipment, and test equipment operation.	Standardized safety exam that is used by all instructors in all sections. Achievement target is that 80% of all student assessed will score 70% or higher.	

SLO Committee Acknowledgement_____ Date:_____

SLO Committee/ March 2011

Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) are now revised the same way courses and programs are revised - in CurricUNET (a minimum of every 4 years).

Like CORs, the revision of SLOs/PLOs can be in two different manners – either of which must be done through CurricUNET.

1) Minor Revisions or No changes: SLOs/PLOs that have remained unchanged or those with changes considered minor will voted on and approved on as a group during the SLO committee meeting. The SLO Committee Faculty Co-chair will indicate approval in CurricUNET after the meeting. Once SLOs/PLOs are approved, the relevant changes can be made in WEAVE so assessment can continue.

The SLO Committee defines a minor revision in the following way:
• A revision involving a change in the wording of the SLO/PLO but not its basic content.
• A change in the assessment method or achievement target of the SLO/PLO.
• A change in the number of SLOs/PLOs that still assesses the same basic content (e.g. 1 SLO is split into 2).
• Other changes in the SLOs/PLOs that does not necessitate a change in the course objectives.

2) Major Revision: Any changes to SLOs/PLOs considered a major revision or one requiring clarification will be brought to the committee for a full review. The SLO Committee Faculty Co-chair will indicate approval in CurricUNET after the SLOs/PLOs are approved during the SLO committee meeting. Note: the committee may grant approval, conditional approval pending certain changes, or require that changes be made to the SLOs/PLOs so they may be considered at a future meeting. Once SLOs/PLOs are approved, the relevant changes MUST be made in WEAVE so assessment can continue.

The SLO Committee defines a major revision in the following way:
• Any change required by a revision of course objectives or course content.
• Any change in basic content necessitated by review of poorly written SLOs/PLOs.

PLEASE REMEMBER – There has been no change in the requirement that SLOs and PLOs must be approved by the SLO Committee before the proposal can be sent to AP&P for their consideration. The move to CurricUNET simply removes a burdensome "paper-walking" method and replaces it with an electronic one.

Once the course/program is submitted, it will work its way through the approval process.

1. SLO Committee area representative shall review the proposal and either approve the revisions or request that changes be made on CurricUNET.

2. Once the SLOs/PLOs are approved by the SLO Committee area representative, they will go to the SLO Faculty Co-chair, who will review the SLO/PLO revisions and either request further changes be made, or put the SLOs/PLOs on the agenda of the next regularly scheduled meeting of the SLO committee for their approval. Once the Committee approves the proposal, it will then move on to AP&P for their consideration.

REVISING SLOs and PLOs

Once you have logged on to CurricUNET, click on "course" or "program" under **Build** in the left hand

panel. If you select "course," you will be able to select "create new course" or "revise course" under **Courses**. If you select "program," you will be able to select "create new program" or "revise program" under **Programs**.
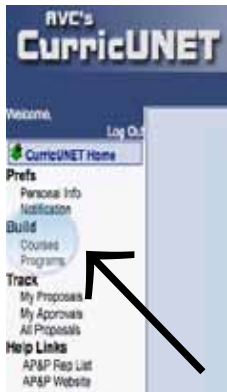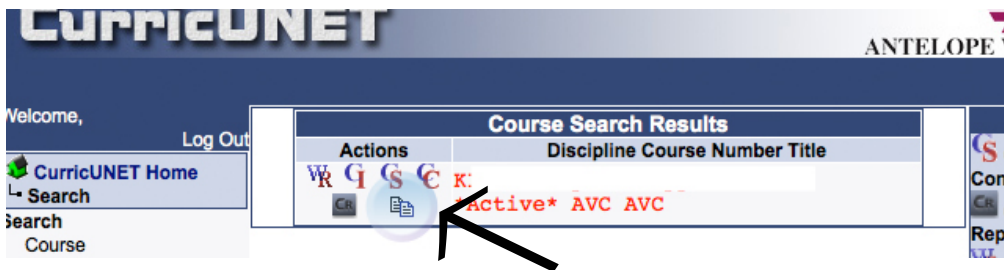
You must then search for the course/program by selecting the appropriate "Department/Discipline" and filling in the course/program information and clicking "ok."

You will then see the course/program listed in the center panel.

REVISING COURSES

Click on the paper icon.

You will then see the course listed under "Course Proposal" in the center panel. Select the proposal type and click "next."

Enter the rationale for the proposal and click "next."

You will then see the "Course Construction Menu" in the center of the page and the "Course/Program Checklist" on the left hand panel.
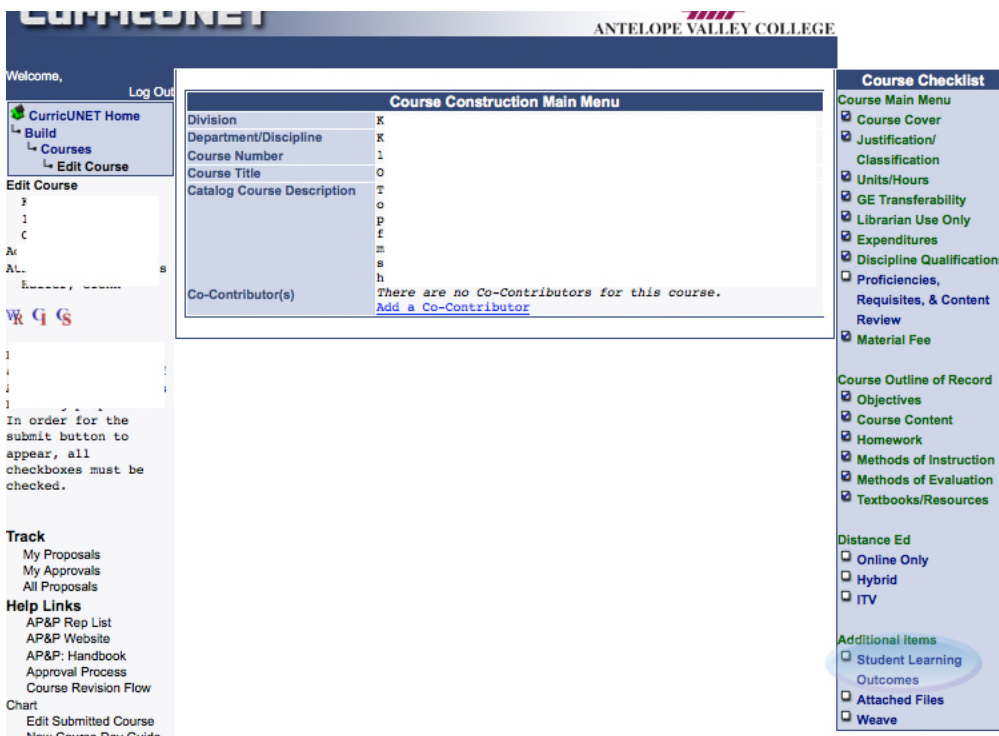
"Student Learning Outcomes" are listed under "Additional Items" in the right hand panel.

Click on the link to view your SLOs.

You will be able to make changes by clicking on the pencil icon. ✏️ Please make sure you click "save" after you make the changes and then click "finish."

You are not making any changes, click "finish."

Note: you must click through and "finish" all required items on the right hand panel to submit your course. When you have "finished" all the items on the right hand panel under "course checklist," you will have the option to submit the course.

Click the "submit" button on the left hand panel to do so.
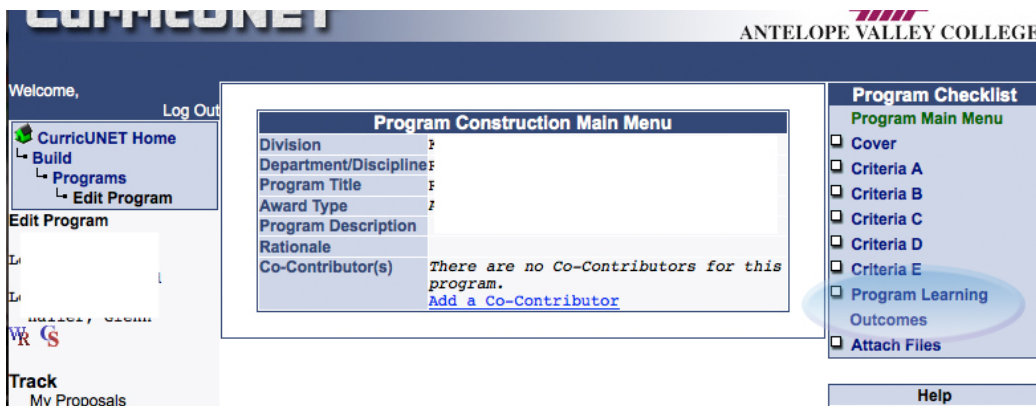
REVISING PROGRAMS

Click on the paper icon.

You will then see the program listed under "Program Review Proposal" in the center panel. Select the proposal type and click "next."

Enter the rationale for the proposal and click "next."

You will then see the "Program Construction Menu" in the center of the page and the "Program Checklist" on the left hand panel.

You will see "Program Learning Outcomes" in the right hand panel.

Click on the link to view your PLOs.

You will be able to make changes by clicking on the pencil icon. Please make sure you click "save" after you make the changes and then click "finish."

You are not making any changes, click "finish."

Note: you must click through and "finish" all required items on the right hand panel to submit your program. When you have "finished" all the items on the right hand panel under "program checklist," you will have the option to submit the program.

Click the "submit" button on the left hand panel to do so.

The Degree Qualifications Profile

Defining U.S. Degrees through Demonstration and Documentation of College Learning

By Cliff Adelman, Peter Ewell, Paul Gaston and Carol Geary Schneider
January 2014

The Degree Qualifications Profile (DQP)

DQP: Value, uses and contexts

Through this document, Lumina Foundation offers a second iteration of the *Degree Qualifications Profile*, a tool meant to help transform U.S. higher education. The *DQP* illustrates clearly what students should know and be able to do once they earn their degrees — at any level, in any field of study. As a profile that invites institutions to fill in the details, the *DQP* thus proposes proficiencies that benchmark the associate, bachelor's, and master's degrees — which constitute the great majority of postsecondary degrees awarded by U.S. colleges and universities — regardless of a student's field of specialization. The proficiencies specified in the *DQP* are not without precedent. In fact, the *DQP* draws on more than a decade of widespread debate and effort, across all levels of U.S. higher education and in countries throughout the world, to define expected learning outcomes that graduates should fulfill in preparation for work, citizenship, global participation and life. But the *DQP* represents a significant advance beyond such efforts by describing in concrete terms how students *demonstrate* expected proficiencies across different degree levels and across the different elements of any degree.

The need for a DQP

Higher learning has become especially critical in today's knowledge society. To succeed in the workplace, students must prepare for jobs that are rapidly changing, use technologies that are still emerging, and work with colleagues from (and often in) all parts of the globe. Moreover, many of the complex challenges that graduates must address as citizens are global.
Recognizing the economic and societal importance of higher levels of learning, national leaders, policymakers, analysts and major

philanthropies have called for a dramatic increase in the number of
degrees awarded in the U.S. But the press toward increased degree
production has not been grounded in any consistent public understanding
of what these degrees ought to demand and mean. Even as colleges and
universities have defined their own expected student learning outcomes –
typically to meet accreditation requirements – what they have done has
been largely invisible to policy leaders, the public and many students.
Similarly, while higher education institutions have been under
increasing pressure to "be accountable" for the quality of their
degrees, colleges and universities have frequently responded by
assessing samples of students in ways that say too little about learning
and even less about what *all* students should know and be able to do.
The *DQP* responds to these concerns by describing concretely what is
meant by each of the degrees addressed. Focusing on broad areas of
conceptual knowledge and essential proficiencies and their applications,
the *DQP* illustrates how students should be expected to perform at
progressively more challenging levels. Demonstrated performance at these
ascending levels becomes the basis on which students are awarded
degrees.

While clarity and consensus are certainly goals of the *DQP* process, the
DQP does not attempt to "standardize" U.S. degrees. The *DQP*
recognizes that it is the role and responsibility of faculty to
determine both the content appropriate to different areas of study and
the best ways to teach that content. Instead, the *DQP* describes generic
forms of student performance appropriate for each
degree level through clear reference points that indicate the
incremental, integrative and cumulative nature of learning.

The *DQP* offers reference points in five broad areas of learning for all
associate, bachelor's and master's degrees. But no outcomes framework
can or should attempt to address every element of a college education.
Acknowledging and seeking to protect the rich diversity of U.S. higher
education, the *DQP* thus invites adaptation within the context of varied
institutional missions – for example, those that emphasize religious
exploration or proficiency in the performing arts.

Every institution may expand the *DQP* by adding outcomes that are
specific to its mission and by documenting student attainment of such
outcomes.

In addition, the *DQP* embodies an appreciation for the commitment of
many colleges and universities to foster students' personal growth and
help them examine their values and commitments. Indeed, these principles
are inherent in many of the proficiencies that the *DQP* defines. But

because such elements of institutional mission rarely are specified as criteria for awarding degrees, they are not explicitly referenced in the *DQP* proficiencies.

Sustained use of the *DQP* over time should continue to yield several positive results, including:

☐ An emerging common vocabulary for sharing good practice.

☐ A foundation for better public understanding of what institutions of higher education actually do.

☐ Reference points for accountability far stronger than test scores or tallies of graduates, research dollars, student satisfaction ratings, or job placements and average salaries.

Further, because the *DQP* defines proficiencies in ways that emphasize both the cumulative *integration* of learning from many sources and the *application* of
learning in a variety of settings, it offers benchmarks for improving the *quality* of learning.

Proficiency: A label for a set of demonstrations of knowledge and skill consistent with the higher levels of mastery that justify the award of an academic degree. The term "proficiency" is preferred because the *DQP* addresses the degree as a whole, and the continuum of learning across increasingly higher degree levels. In contrast, while the term "competence" is frequently used to address objectives within a specific course or learning experience, none of the proficiencies addressed in the DQP can be developed in a single learning experience. Rather, the DQP describes broad or crosscutting areas of college- level accomplishment and the interrelationships among them.

Moreover, because every learning outcome should lead to and support a provider's capacity to gather evidence that stated proficiencies are achieved, the *DQP* also is designed to encourage colleges and universities to enhance their assessment practices and resources. While some institutions have developed impressive approaches to documenting what students achieve, all should
find in the *DQP* a helpful prompt to improve on those efforts.

Uses of the DQP

Beyond encouraging thoughtful discussion and evolution of reference points for students' progressive and cumulative education, the *DQP* can serve other purposes largely missing from U.S. higher education. While it is difficult to anticipate all the purposes that the *DQP* can serve, there are several obvious applications that deserve mention. The nearly 400 colleges and universities
that have experimented with the *DQP* have already taken action on many of these applications.

At the institutional level, the *DQP* provides reference points that allow faculty members to articulate and better align institutional student learning outcomes with departmental objectives. Instructors and students can then refer to the *DQP* as a common source of understanding and as a point of departure for agreement on more detailed and specific expectations about programs, courses, assignments and assessments. For those engaged in educational innovations and experimentations, the *DQP* provides a framework for describing the multiple kinds of learning that students need to accomplish and demonstrate.

In guiding students, advisers can use the *DQP* as a framework to explain the structure and coherence of the curriculum with a particular emphasis on the interdependence of general education and the major. In such a context, students will be able to make better informed choices as to courses to take and will better understand how the parts of their education add up to a whole.

Assignment: Any problem, task, or creative undertaking designed by faculty that students within a course or program of study must address in order to develop, advance, and document their proficiency. Assignments are the principal vehicle for certifying DQP proficiencies.

Recognizing that many students attend a community college intending to transfer to a four year institution and that others may attend several institutions before completing their degrees, the *DQP* provides a framework useful for aligning degree requirements across institutions. This gives prospective students a clear statement of the proficiencies they will be expected to achieve wherever they enroll while also providing a platform for both vertical (two-year to four-year institution) and horizontal (between similar institutions) transfer.

The *DQP* also provides resources for strengthening accreditation. Regional accreditors should find that the *DQP* prompts them to reach the consensus on learning outcomes that is being sought by many leaders and opinion makers. And specialized accreditors can use the *DQP* to relate disciplinary expectations to broad institutional goals for student learning outcomes.

In addition, the focus on student learning embodied in the *DQP* and its clear demarcation of increasing levels of challenge as a student progresses from one degree level to the next should enable:

· A continuing and sustainable emphasis on learning as the proper
determinant for the quality and value of degrees. This will help correct
the tendency to view the credential as an end in itself, independent of
the learning it is meant to represent.
· Refinement and further elaboration of points of alignment between and
among secondary schools and postsecondary institutions regarding
achievement levels in specific knowledge, skill and application areas.
· Guidance (a) for students on the degree ladder in terms of what to
expect at the next degree level, (b) for students who intend to transfer
from one institution to another, and (c) for students returning to
higher education after a period of absence.
· Expansion and elaboration of connections between school-based learning
and out-of-school learning, including prior learning (e.g., from
employment, military service, volunteer activity, etc.).
· Development of reference points to assess students' progress and
levels of achievement in relation to specific proficiencies.

The value of the DQP for faculty members

There are five principal values of the *DQP* for faculty. First, it draws
them into active clarification of the reasons they teach in relation to
what their students learn. Second, it encourages them to examine more
fully the content and methods of their fields of study in relation to
priorities that span departmental and school boundaries. That is, the
DQP can prompt a shift of perspective
from "my courses" to "our curriculum." Third, it can help foster
purposeful and sustained interactions with colleagues concerning the
very purpose of colleges and universities: that is, to generate,
preserve, evaluate and disseminate knowledge. Fourth, the *DQP* compels
faculty to closely examine the assignments they give to students to
ensure that these assignments truly foster and
properly assess the desired learning and proficiencies. Fifth, and most
importantly, faculty members' collaborative engagement with the *DQP*
reinforces the value of their intentionality for both teaching and
learning.

The value of the DQP for the public

Although the public values higher education, many do not understand it —
how it is organized, how it operates, and what it accomplishes. Higher
education is in part responsible for this dilemma because colleges and
universities have never expressed a clear and straightforward consensus
as to what degrees should mean in terms of student proficiencies. The

DQP offers an important step toward such a consensus by proposing in direct, simple language what a degree recipient should know and be able to do, regardless of the field of study. When such a consensus can be expressed "at scale," so that it speaks broadly for the great majority of colleges and universities, the public will be able to make better-informed decisions about higher education. To which colleges and universities should a prospective student apply? Does a community college bond issue
deserve support? Should media reports on higher education be taken at face value? What, after all, do academic degrees *mean*?

Early in the 20th century, educators decided that the college degree should be organized in terms of depth and breadth, or "concentration" and "distribution." Depth and breadth, which are terms applicable to the way students approach their studies in specific knowledge areas, became, over time, organizing principles for the college degree throughout the United States. Yet, as educators and employers have worked on hundreds of campuses and in every part of the
U.S. to articulate the learning outcomes students need to succeed in 21st century contexts, they have gone significantly beyond the twin pillars of breadth and depth. In particular, they have specified essential intellectual skills in seeking to ensure that students are well prepared to apply their learning beyond the classroom and to contribute to the life and vitality of the U.S. as a globally engaged democracy. Educators also have expanded the contexts for learning so that students now have many opportunities to develop and apply their learning in field-based settings.
DQP 2.0 builds from and further develops insights about higher learning articulated through these reconsiderations. While "depth" and "breadth" remain component elements of all postsecondary study, the *DQP* describes explicitly five basic areas of learning, each of which should be included in the associate degree, the bachelor's degree and the master's degree. They are as follows:

Specialized Knowledge
Independent of the vocabularies, theories and skills of particular fields of study, the *DQP* outlines what students in any specialization should demonstrate with respect to the specialization, often called a major field. The *DQP*'s "profile" description of specialized knowledge in any field of study will be — in practice — filled out in much greater detail than the *DQP* provides. Tuning (see Page 38) and

other field-specific efforts describe the concepts, knowledge areas, methods
and accomplishments basic to particular fields of study.

Broad and Integrative Knowledge
This category asks students at all degree levels covered in the *DQP* to develop and consolidate broad knowledge across multiple areas of learning, and to discover and explore concepts and questions that bridge multiple fields of study. The *DQP* recommends that broad and integrative learning should involve students across all degree levels in the inquiry practices of core fields
ranging from the sciences and social sciences to the humanities and arts. By exploring global, intercultural, scientific and economic topics, students pursue questions that both prepare them for civic participation and create a larger context for their specialized interests.

Intellectual Skills
The *DQP* describes a set of proficiencies that are basic to evidence-based reasoning across fields of study, including: analytic inquiry and operations, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency. There is an emphasis throughout on the capacity to engage, make and interpret ideas and arguments from different points of reference (cultural, technological, political, etc.)

Applied and Collaborative Learning
This area focuses on what students can do with what they know, demonstrated by innovation and fluency in addressing both conventional and unscripted problems in the classroom, beyond the classroom, and at work. This category includes both undergraduate research and creative activities involving individual and group effort.

Civic and Global Learning
This area of learning fosters students' integration of knowledge and skills in applications that prepare them for citizenship through engagement with and response to political, social, environmental and economic challenges at local, national and global levels.

Guidelines for interpreting the DQP proficiencies
Proficiencies are organized in the *DQP* within the five broad areas of learning outlined above. For the sake of clarity, the *DQP* describes the

proficiencies for each area independently. Yet, as will become clear, specific proficiencies typically integrate knowledge, one or more intellectual skills, and some form of demonstration. The same point applies to students' actual development
of the expected proficiencies. Students will learn what they practice and they should frequently encounter assignments that charge them to integrate knowledge, specific skills and applications.

A few pointers may be helpful in understanding the proficiencies presented in the *DQP*:

☐ The proficiencies are intended to be summative for each degree level. Thus, the proficiencies identified "at the associate level," which are also descriptive of work assigned during the first two years of a four-year curriculum, are assumed for the baccalaureate level. In turn, outcomes stated specifically for the master's degree include those for the associate and bachelor's degrees. Each section of the *DQP* thus demonstrates the principle of incremental challenge and cumulative accomplishment from one degree level to the next.

☐ Students can attain these proficiencies through many paths and at any point in the course of their academic journeys. Just as learning is cumulative but rarely follows a rigid sequence, evidence for learning is cumulative and reflects programmatic and individual differences.

☐ The ways of demonstrating the proficiencies that are frequently included in these statements are illustrations. When they indicate a range of performance, the implied forms of demonstration (e.g., an essay, oral presentation, or project) are suggestive rather than exhaustive.

☐ The proficiencies are presented through active verbs that declare what students should do to demonstrate proficiency. These active verbs are deliberately cast at different levels of sophistication as the *DQP* moves up the degree ladder. The *DQP* avoids terms such as "appreciation," "awareness," and "ability" because these cannot be demonstrated through specific assignments.

☐ The proficiency statements do not prescribe *how well* a student must demonstrate proficiency; they are intended to invite demonstration that learning outcomes have been achieved.

This section outlines the five component areas of learning for each degree level, the proficiencies basic to each area of learning, and their relationship to one another. These proficiencies appear also in a summary chart or grid on Pages 33-36.

KNOWLEDGE

The *DQP* offers a significant modification of the traditional distinction between the broad knowledge acquired through the entire course of one's education and that gleaned through pursuit of a specialized field of study. It emphasizes the *integration* of ideas, methods, practice, and theory across *both* broad and specialized realms.

1. Specialized knowledge

Most who receive degrees pursue specialized areas of study and are expected to meet knowledge and skill requirements of those areas. Specialized accrediting associations and licensure bodies have developed standards for many such fields of study and the "Tuning" process is doing so for some of these and others. (See Appendix B, Page 38.) But all fields call more or less explicitly for proficiencies involving terminology, theory, methods, tools, literature, complex problems or applications, and cognizance of limits. These reference points for student achievement of specialized knowledge are addressed in the proficiencies presented below.

At the associate level the student pursuing a specialized degree such as an Associate of Applied Science

☐ Describes the scope of the field of study, its core theories and practices, using field-related terminology, and offers a similar explication of at least one related field.

☐ Applies tools, technologies and methods common to the field of study to selected questions or problems.

☐ Generates substantially error-free products, reconstructions, data, juried exhibits or performances appropriate to the field of study.

2. Broad and integrative knowledge

U.S. higher education is distinctive in its emphasis on students' broad learning across the humanities, arts, sciences and social sciences, and the *DQP* builds on that commitment to liberal and general education in postsecondary learning. However, the *DQP* further invites students to *integrate* their broad learning by exploring, connecting and applying concepts and methods across *multiple fields of study* to complex questions – in the student's areas of specialization, in work or other field-based settings, and in the wider society. While many institutions of higher education and most state requirements relegate general knowledge to the first two years of undergraduate work and present it in isolated blocks, the *DQP* takes the position that broad and integrative knowledge,

at all degree levels, should build larger, cumulative contexts for students' specialized and applied learning and for their engagement with civic, intercultural, global, and scientific issues as well.

At the associate level, the student

☐ Describes how existing knowledge or practice is advanced, tested and revised in each core field studied — e.g., disciplinary and interdisciplinary courses in the sciences, social sciences, humanities and arts.

☐ Describes a key debate or problem relevant to *each* core field studied, explains the significance of the debate or problem to the wider society, and shows how concepts from the core field can be used to address the selected debates or problems.

☐ Uses recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks.

☐ Describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology.

3. INTELLECTUAL SKILLS

The six crosscutting Intellectual Skills presented below define proficiencies that transcend the boundaries of particular fields of study. They overlap, interact with, and enable the other major areas of learning described in the *DQP*.

Analytic inquiry

Because the synthesizing cognitive operations of assembling, combining, formulating, evaluating and reconstructing information are foundational to all learning, they are addressed throughout the *DQP*. But analytic inquiry, though it is involved in such synthesis, requires separate treatment as the core intellectual skill that enables a student to examine, probe and grasp the assumptions and
conventions of different areas of study.

At the associate level, the student

☐ Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question.

Use of information resources

There is no learning without information, and students must learn how to find, organize, and evaluate it. At each degree level, these tasks become more complicated — by language, by media, by ambiguity and

contradictions – and the proficiencies offered below reflect that ladder of challenge.

At the associate level, the student

☐ Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.

Engaging diverse perspectives

Every student should develop the intellectual flexibility and broad knowledge that enables perception of the world through the eyes of others, i.e., from the perspectives of diverse cultures, personalities, places, times and technologies. This proficiency is essential to intellectual development and to both Applied and Collaborative Learning and Civic and Global Learning.

At the associate level, the student

☐ Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and/or global relations.

☐ Describes, explains and evaluates the sources of his or her own perspective on selected issues in culture, society, politics, the arts or global relations and compares that perspective
with other views.

Ethical reasoning

Analytic reasoning, the use of information resources, communication, and diverse perspectives must inevitably be brought to bear on situations, both clear and indeterminate, where tensions and conflicts, disparities and harms emerge, and where a particular set of intellectual skills is necessary to identify, elaborate and resolve these cases. Ethical reasoning thus refers to the judicious and
self-reflective application of ethical principles and codes of conduct resident in cultures, professions, occupations, economic behavior and social relationships to making decisions and taking action.

At the associate level, the student

☐ Describes the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and shows how ethical principles or frameworks help to inform decision making with respect to such problems.

Quantitative fluency

Quantitative expressions and the issues they raise inform many tasks. In addition to essential arithmetic skills, the use of visualization, symbolic translation and algorithms has become critically important.

At the associate level, the student

☐ Presents accurate interpretations of quantitative information on political, economic, health-related or technological topics and explains how both calculations and symbolic operations are used in those offerings.

☐ Creates and explains graphs or other visual depictions of trends, relationships or changes in status.

Communicative fluency

The use of messages to achieve shared understanding of meaning depends on effective use of language, intentional engagement of audience, cogent and coherent iteration and negotiation with others, and skillful translation across multiple expressive modes and formulations, including digital strategies and platforms.

At the associate level, the student

☐ Develops and presents cogent, coherent, and substantially error-free writing for communication to general and specialized audiences.

☐ Communicates effectively to general and specialized audiences through structured oral presentations.

☐ Negotiates with peers an action plan for a practical task, and communicates the results of the negotiation either orally or in writing.

4. APPLIED AND COLLABORATIVE LEARNING

An emphasis on applied learning suggests that what graduates can *do* with what they know is the most critical outcome of higher education. The proficiencies described in this section focus on the interaction of academic and non-academic settings and the corresponding integration of theory and practice, along with the ideal of learning with others in the course of application projects.

Research of different kinds and intensities, on and off campus, on and off the Internet, and formal field-based experiences (internships, practicums, community and other service-learning) all are cases of applied learning.

At the associate level, the student

☐ Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application using evidence and examples.

☐ Analyzes at least one significant concept or method in light of learning outside the classroom.

☐ Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it.

5. CIVIC AND GLOBAL LEARNING

U.S. higher education acknowledges an explicit obligation to prepare graduates for knowledgeable and responsible participation in democratic society. The *DQP* reaffirms and updates that commitment. But the *DQP* further recognizes that graduates face a social, economic and information world that knows no borders, that is buffeted by environmental changes, and that requires both the knowledge and the experiences that will enable them to become genuinely interactive and productive. The *DQP* therefore envisions both global and local settings for civic engagement and outlines proficiencies needed for both civic and global inquiry and interaction.

Civic and Global Learning proficiencies rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of institutions of higher education, but they also include evidence of civic activities and learning beyond collegiate settings. These proficiencies also reflect the need for analytic inquiry and engagement with diverse perspectives. Together, they underscore the interplay of proficiencies from the major components of higher learning presented in the *DQP*.

At the associate level, the student

☐ Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions.

☐ Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.

☐ Provides evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience.

☐ Identifies an economic, environmental, or public health challenge affecting at least two continents, presents evidence for that challenge, and takes a position on the challenge.