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Integration of General Education and the Major:
Mapping Integrative Learning

Workshop designed by
Sandra Bailey, Oregon Institute of Technology and
David Marshall, California State University San Bernardino

Workshop Description

This workshop uses the Learning Systems Paradigm (Jankowski & Marshall, 2017), a framework to help participants reflect on the organization of their institution, how work might be accomplished within that organization, and whom they might involve in that work.

The workshop outline and accompanying workbook guide facilitators and participants to use design thinking (Hasso Plattner Institute of Design at Stanford, 2016) in developing action plans to further work on their campus. Various resources are listed to assist in efforts to better align and integrate general education and the major; explore various approaches to curriculum mapping; and learn from national efforts to enhance the effectiveness of general education.

Workshop Outline

Overview of the Learning Systems Paradigm

Our institutions tend not to be organized or function towards intentional alignment of student learning experiences. Students learn everywhere, but the institutional organization tends to require students to take the jumble of experiences and organize them for themselves. ***How do we help students make sense of it all?***

The Learning Systems Paradigm changes the way we conceptualize the organization of the institution, how we work within that organization, and whom we involve in that work. It encourages:

- *Intentionally aligning learning experiences*
- *Working collaboratively across typical divisions*
- *Addressing needs of the institution's particular students*
- *Building transparency for all participants and stakeholders*

Alignment

Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.

Example: Facilitators share example of learning experiences needing improved alignment (e.g. learning outcomes mismatched to curriculum).

Your turn (5 min): 1. Envision the Change (using workbook)

- Reflect on your learner (2 min)
- What needs alignment?
- Table share out (3 min), 30 sec. description of what needs alignment

Consensus

Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.

Example: Facilitators share examples of collaborative approaches to build consensus (e.g. mapping curriculum/co-curriculum with outcomes).

Your turn (10 min) 2. Who do You Need on Board? (using workbook)

- Identify key decision makers and collaborative approaches (2 min)
- Choose on collaborative approach
- Table share out and solicit feedback (8 min--approx. 1 min each)

Student-Centered

The educational system reorganizes educational experiences around all students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.

Example: Facilitators share examples of student centered approaches (e.g. assignment design).

Your turn (10 min) 3. Focus on the Individual (using workbook)

- Brainstorm: how will you ensure the work is student-centered? (2 min)
- Choose one approach
- Table share out and solicit feedback (8 min--approx. 1 min each)

Communication

Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.

Example: Facilitators share models of transparency (e.g. faculty learning communities).

Your turn (10 min) 4. Build Transparency (using workbook)

- Brainstorm: Who are the stakeholders? What needs to be communicated to them? (2 min)
- Identify one group of stakeholders and how you will ensure transparency
- Table share out and solicit feedback (8 min--approx. 1 min each)

Define Action Plan

Individual work using handout (5 min)

1. Frame the opportunity (Your project, headlined in 5 words or less).
2. How might we gain consensus? (Describe one approach you would like to try.)
3. How might we make the work student-centered? (Describe one way to make the work student-centered.)
4. How might we build transparency for all participants and stakeholders? (Describe one way to build transparency with one group)

Group Discussion

Each participant describes project and HMW's, identifies concerns/possible constraints, solicits feedback from group. During feedback, don't talk, try to further explain or defend, take notes. (5 minutes each participant—2 min description/3 min feedback)

Craft Experiment

Individual reflection on peer feedback, craft a quick, small scale, inexpensive experiment to test out your idea.

Test

Find a partner you have not worked with and test your plan for viability, seek feedback (question prompts on handout). Switch, listen, provide feedback.

Note: In interest of time the experiment and test could be assigned as homework. Encourage participants to implement experiment upon return to campus.

RESOURCES

Association of American Colleges and Universities. (2015) *The LEAP Challenge: Education for a World of Unscripted Problems.* Washington, DC: Association of American Colleges and Universities. https://www.aacu.org/leap-challenge

Association of American Colleges and Universities. (2015) *General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement.* Washington, DC: Association of American Colleges and Universities.

Cousin, G. (2006) *An introduction to threshold concepts*, *Planet* No 17, December 2006, pp 4-5.

Cuevas, Nuria M., Alexei G. Matveev and Khadijah O. Miller (2010) "Mapping General Education Outcomes in the Major: Intentionality and Transparency" *Peer Review* No 12.1, Winter 2010. https://www.aacu.org/publications-research/periodicals/mapping-general-education-outcomes-major-intentionality-and

Ewell, P.T. (2013) The Lumina Degree Qualifications Profile: Implications for Assessment (NILOA Occasional Paper No. 16). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment. http://www.learningoutcomesassessment.org/documents/OccasionalPaperSixteen.pdf

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Oregon Tech Essential Studies. (2018). Retrieved from http://www.oit.edu/faculty-staff/provost/essential-studies

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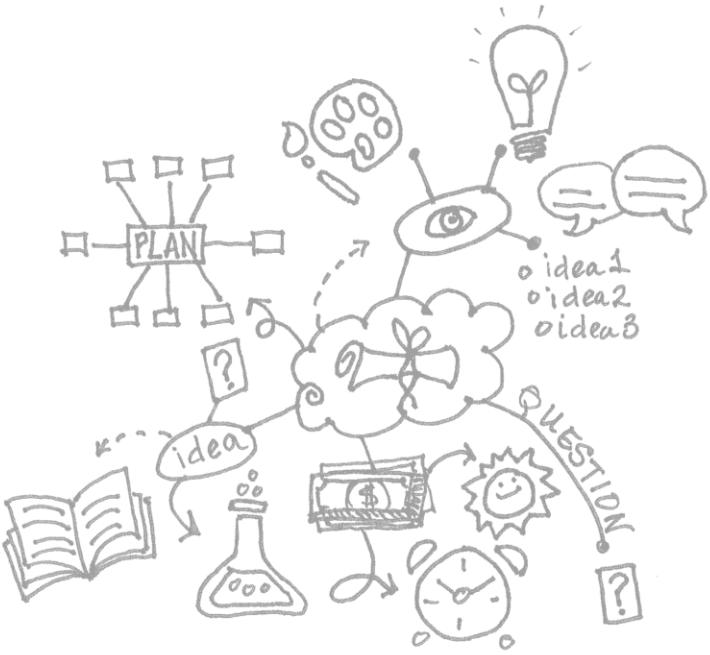
Integration of General Education and the Major: Mapping Integrative Learning



Sandra Bailey
Oregon Institute of Technology

David Marshall
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YOUR DESIGN CHALLENGE:

Improve the learning experience for your students.

1 ENVISION THE CHANGE

Reflect on your LEARNER

Sketch a snapshot of what your learner looks like now. Annotate your sketch with details about their behaviors, attitudes & mindsets.	Sketch a snapshot of where you would like them to be after they interact with your intentionally aligned learning experiences. Annotate your sketch with details about their behaviors, attitudes & mindsets.

What needs ALIGNMENT?

2 WHO DO YOU NEED ON BOARD? 2 min

Identify key DECISION MAKERS

List groups and individuals who are key decision makers at your institution.	Brainstorm collaborative approaches working across divisions to bring these groups and individuals together building consensus around the work.

Choose one COLLABORATIVE approach

Notes on FEEDBACK

3 FOCUS ON THE INDIVIDUAL

Address the needs of your institution's particular STUDENTS

Brainstorm possible approaches to ensure your work is student-centered (flexible, transparent, and responsive to individual student needs unique to your institution).

Choose one STUDENT-CENTERED approach

Notes on FEEDBACK

4 BUILD TRANSPARENCY 2 min

Identify how and what needs to be COMMUNICATED

List all stakeholders.	Identify what needs to be communicated to them.

Identify one group of stakeholders and how you will ensure TRANSPARENCY

Notes on FEEDBACK

5 ACTION PLAN 5 min

Frame the OPPORTUNITY

Your project, headlined in **five** words or less (this might be different from what you started with!)

How might we gain CONSENSUS? (Describe one approach you would like to try.)	How might we make the work STUDENT - CENTERED? (Describe one way.)

How might we build TRANSPARENCY for all participants and stakeholders? (Describe one way to build transparency with one group.)	Identify CONCERNS, INSECURITIES, or possible CONSTRAINTS.

Notes on FEEDBACK

6 CRAFT EXPERIMENT 5 min

Summarize your EXPERIMENT

Based on feedback on your action plan, craft a quick, small scale, inexpensive experiment to test out your idea.

YOUR GOAL what is the outcome you hope to see?	CURIOSITY/INSECURITY what is the most pressing question you still have about your idea?

YOUR PLAN how are you going to explore your most pressing curiosity?

Notes on FEEDBACK

+ What worked... (what did they like about your idea?)	**Δ What could be improved...** (what concerned them about your idea?)

? Questions... (what questions did they have about your idea?)	**! Ideas...** (what new ideas do you have from this test?)

RESOURCES

Association of American Colleges and Universities. (2015) *The LEAP Challenge: Education for a World of Unscripted Problems.* Washington, DC: Association of American Colleges and Universities. https://www.aacu.org/leap-challenge

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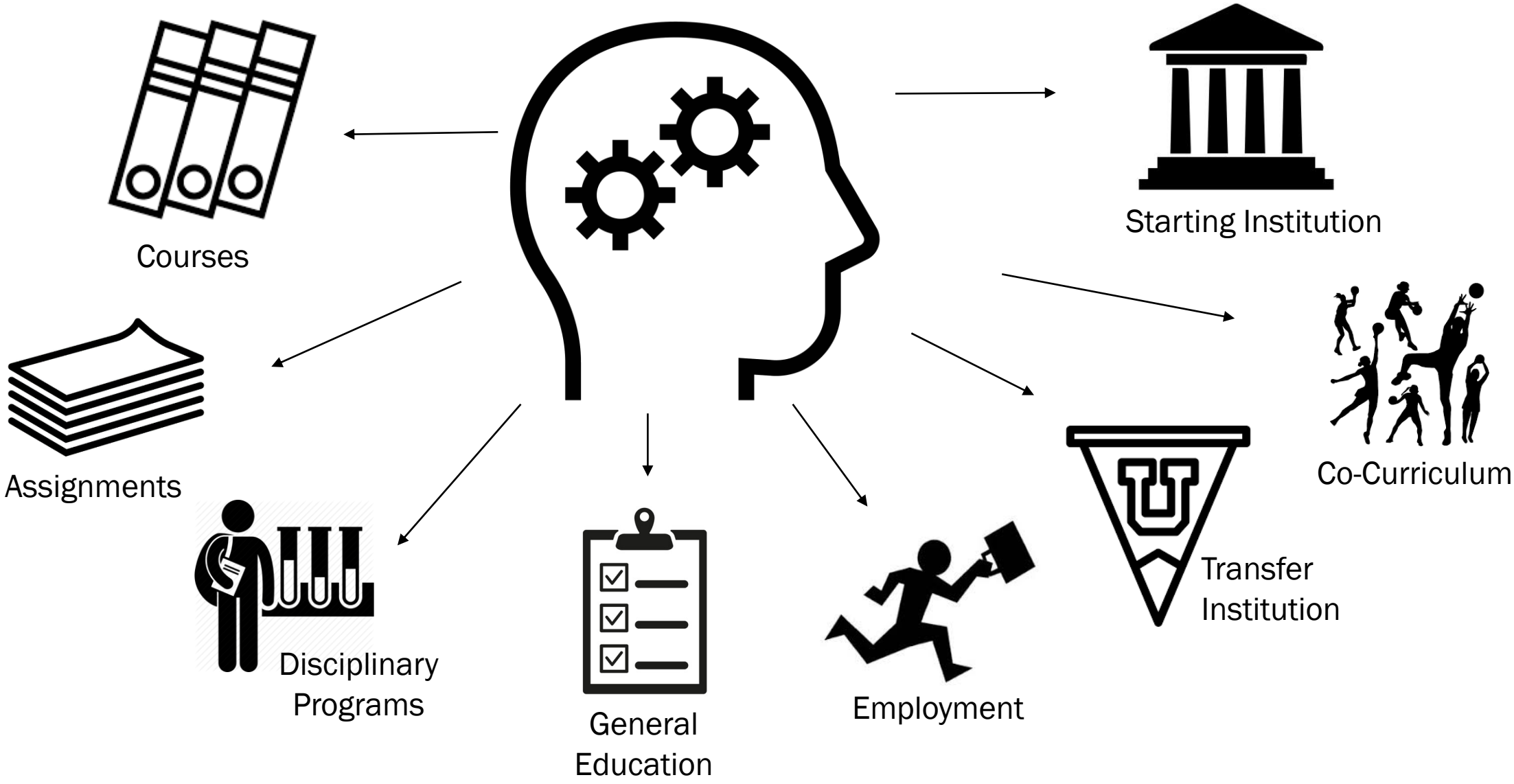
INTEGRATION OF GENERAL EDUCATION AND THE MAJOR: Mapping Integrative Learning

AAC&U 2018 General Education and Assessment Conference:
Foundations for Democracy

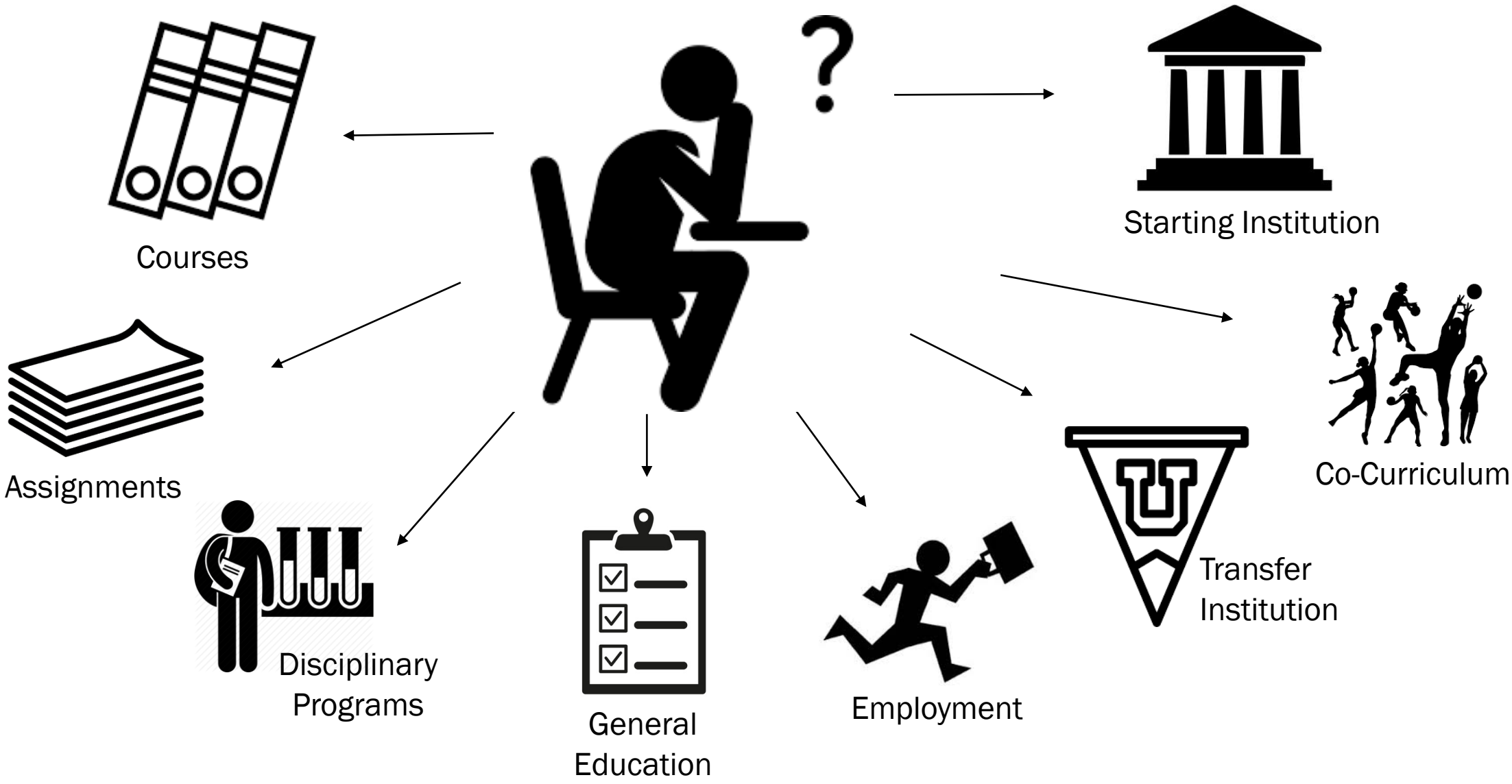
February 15, 2018

Sandra Bailey
Oregon Institute of Technology

David Marshall
California State University San Bernardino

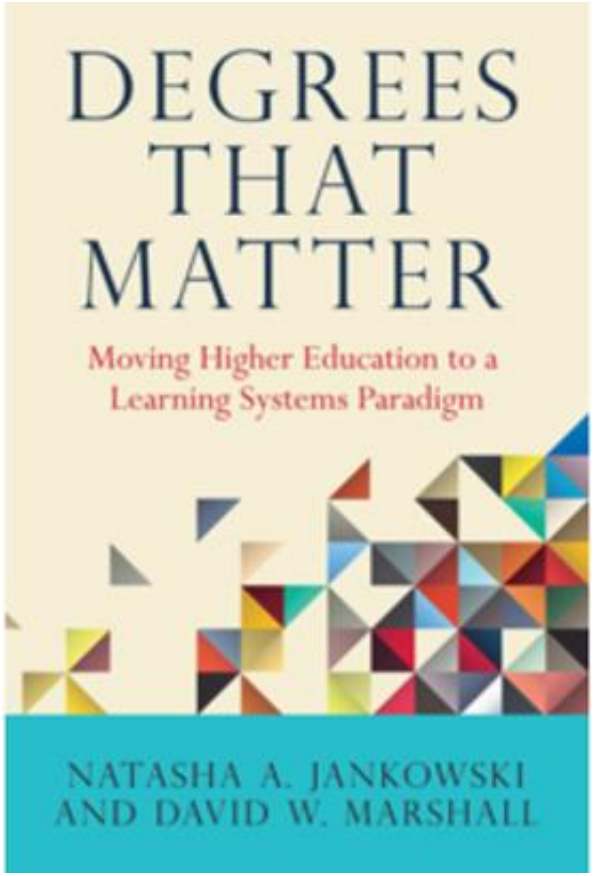


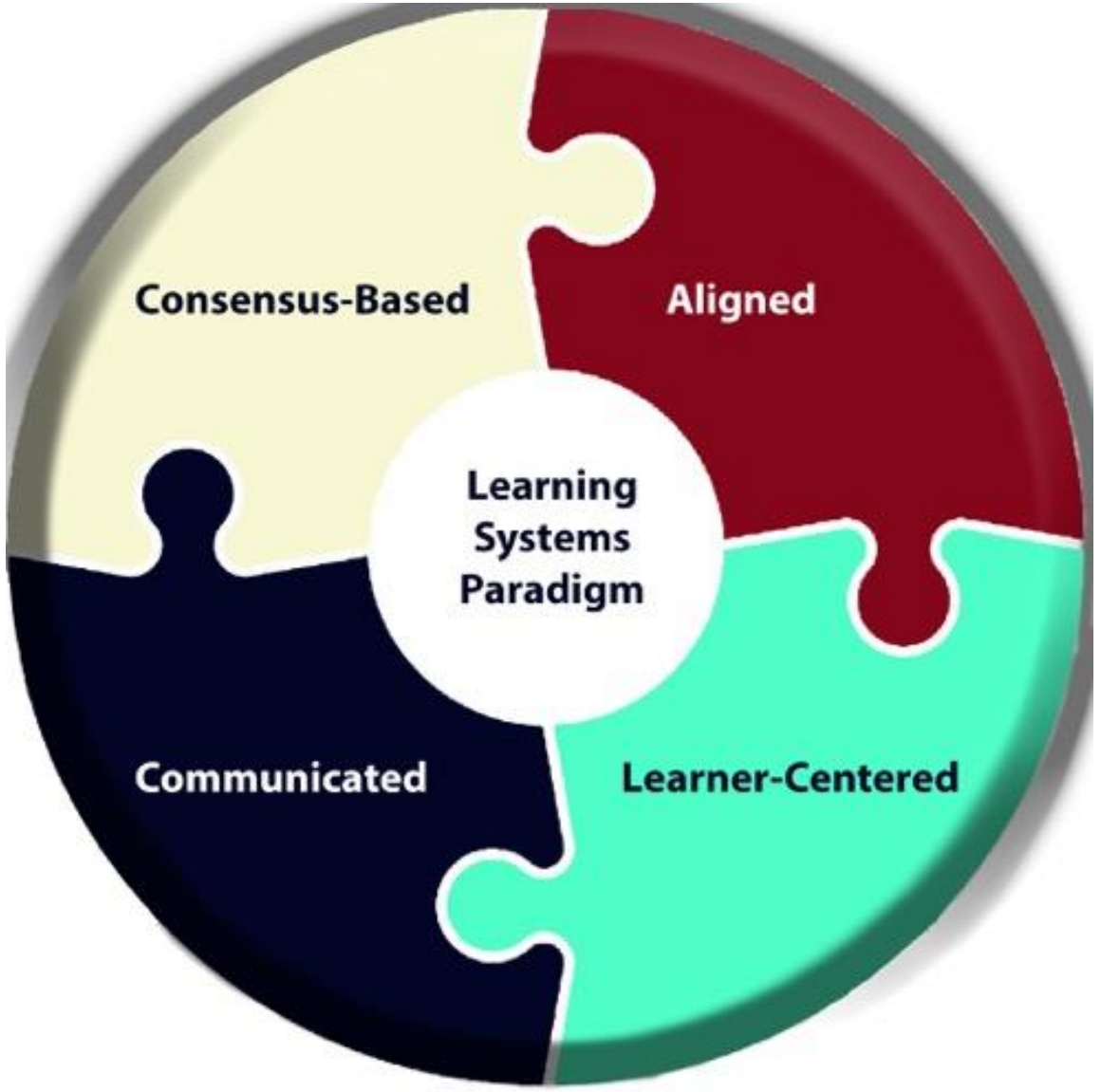
CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION



HOW DO WE HELP STUDENTS MAKE SENSE OF IT ALL?

THE LEARNING SYSTEMS PARADIGM





ALIGNMENT

Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.

CONSENSUS-BASED

Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.

LEARNER-CENTERED

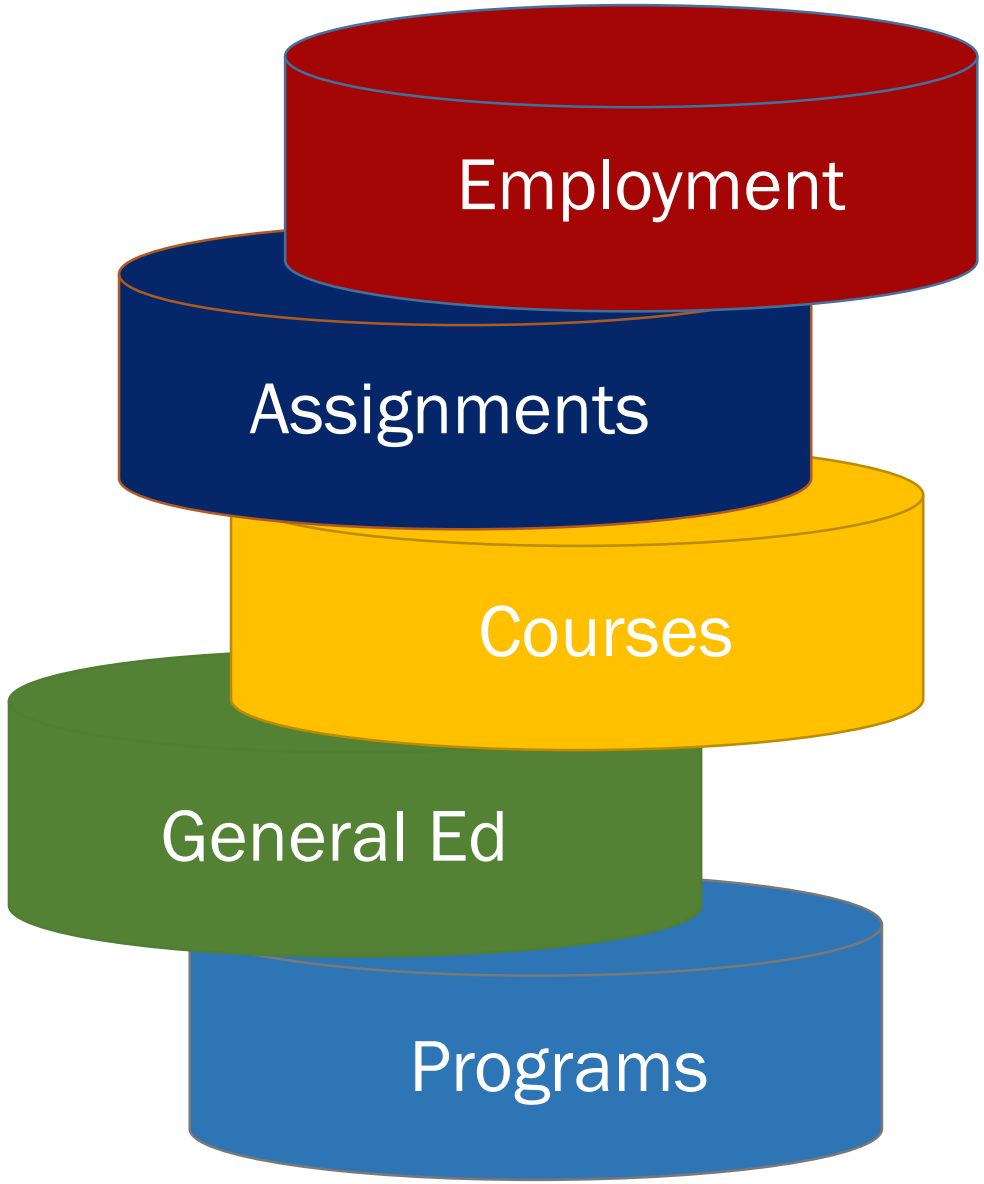
The educational system reorganizes educational experiences around *all* students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.

COMMUNICATION

Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.

THE LEARNING SYSTEMS PARADIGM

A framework for supporting faculty, staff, and student efforts to create greater coherence among the various learning experiences at a given institution—and among institutions.



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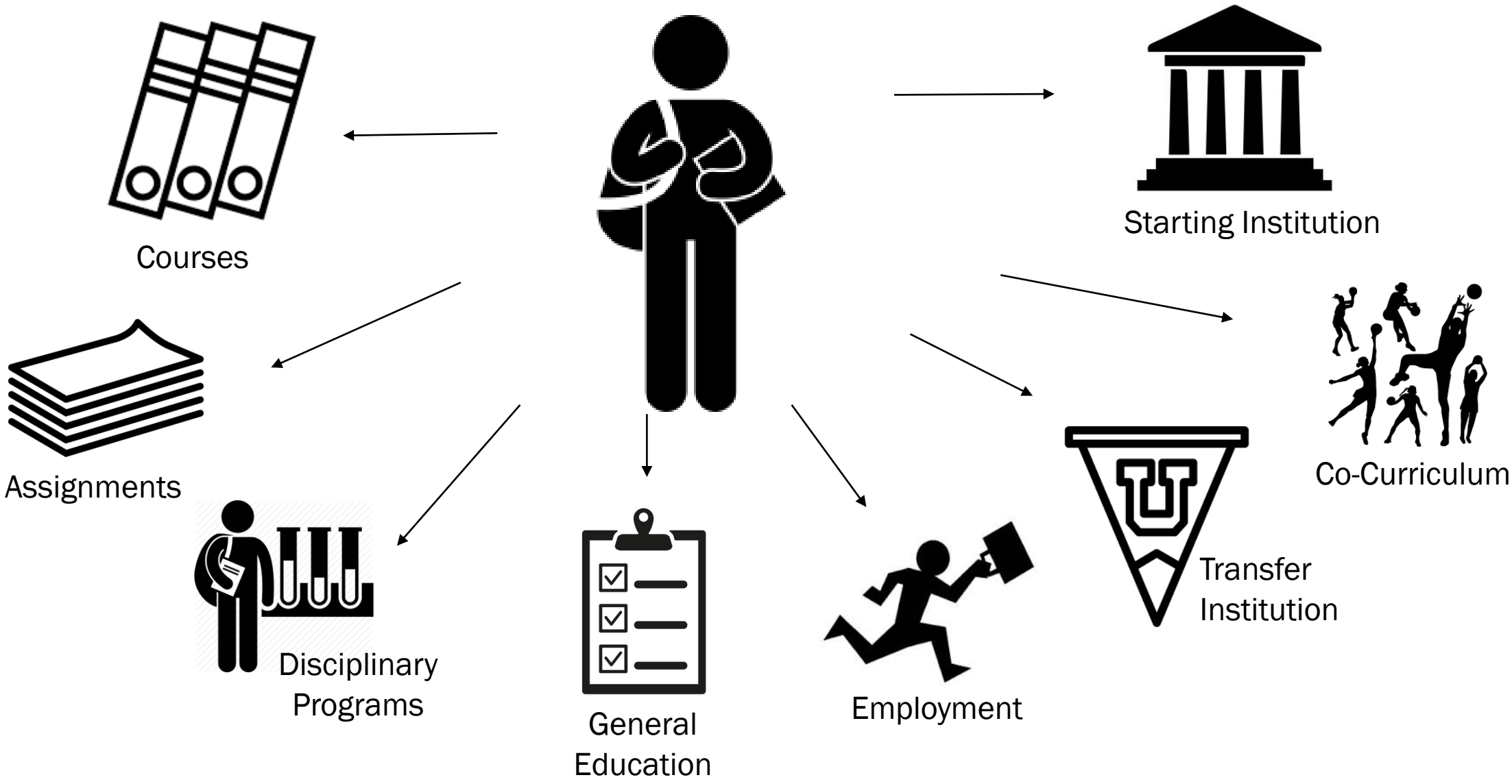
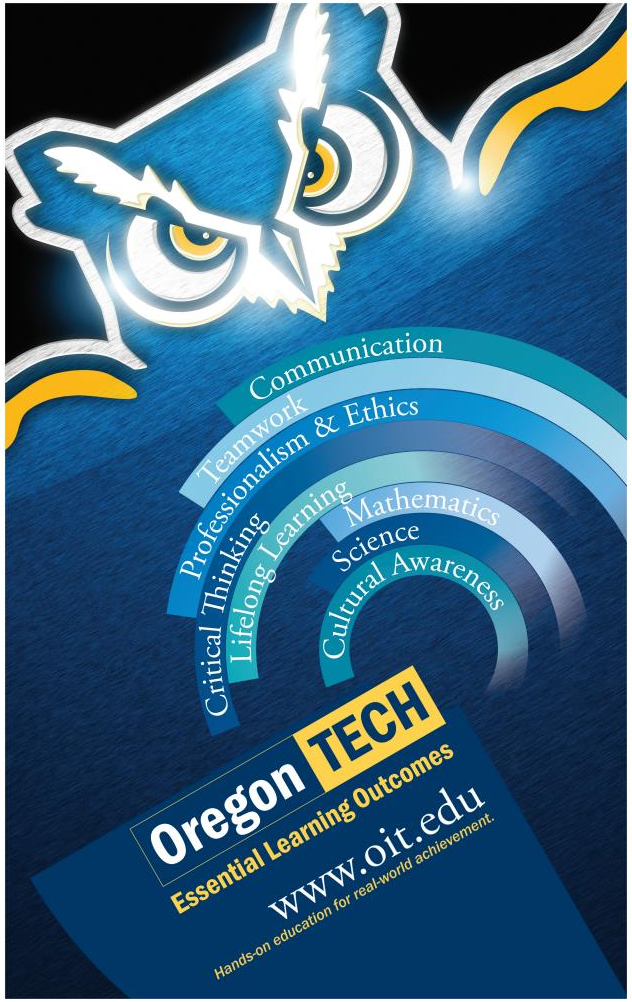
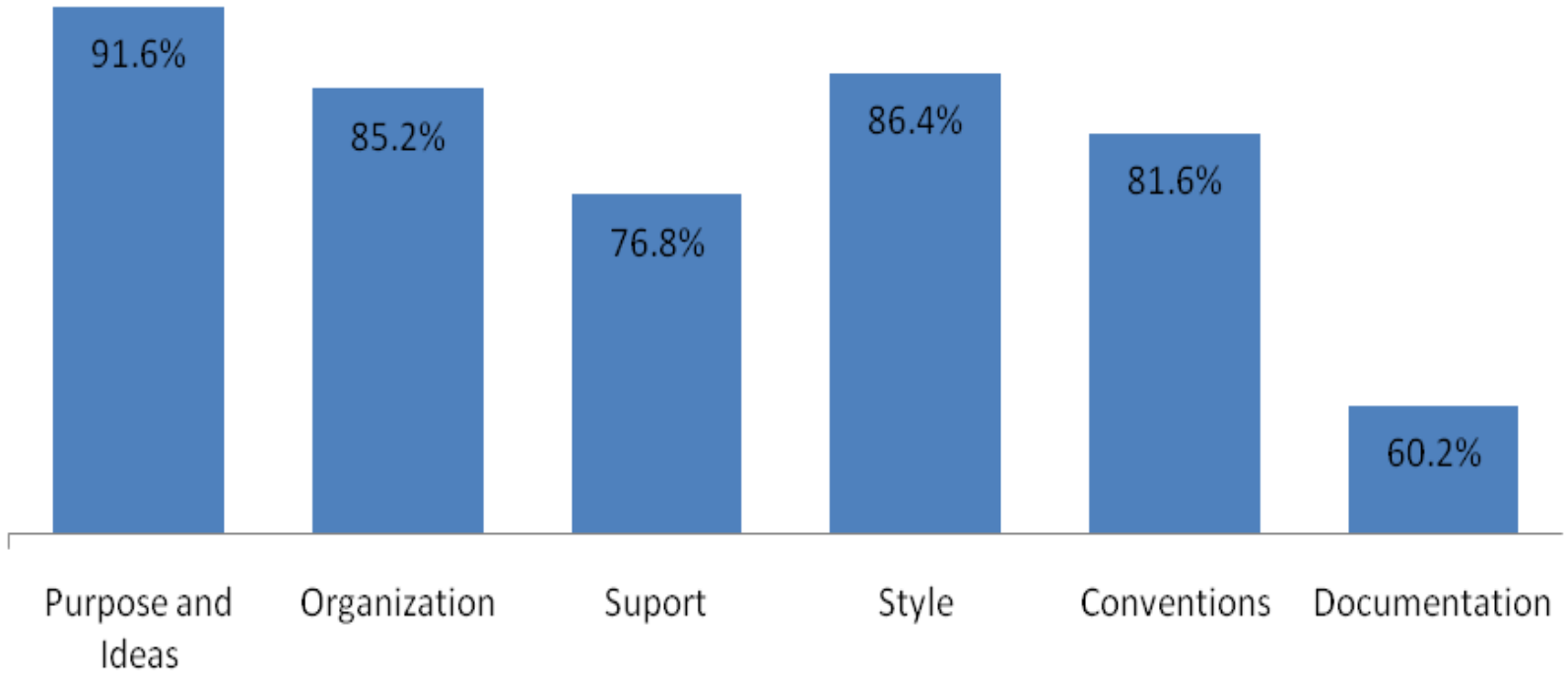


Reflect on your LEARNER

IT ALL BEGAN WITH ASSESSMENT...





STUDENT FEEDBACK

"Honestly I hated most of my general ed classes and found most of them to be pointless. If I see no value to what I am learning, I have a real hard time learning anything. I would say that some of my general ed classes were harder than my core classes simply because I saw no point in learning what they were trying to teach."

(Oregon Tech Student/Alumni Survey Fall 2013)

GAPS IDENTIFIED

Identified problem in current GE	*Essential Studies solution*
Current distribution model with 'a la carte' menu of disconnected courses. Curricular mapping indicates lack of clarity and intentionality between institutional outcomes and the curriculum.	Coherent curriculum defined by what all Oregon Tec students should know and be able to do when they graduate. Connections of foundation to practice to capstone. Integrated into the discipline, synthesis in t ESSE and Capstone. ESLO pathways articulate clear connection of required coursework to the six essentia outcomes.
Students lack an understanding of the outcomes they are expected to achieve and fail to see the relevance of GE courses.	The Essential Studies program requirements identify outcomes (ESLOs) and the curricular pathways to ac them. GE and major complementary. Major program place greater value on GE proficiencies by enabling students to continue to develop those proficiencies.
Curriculum is not vertically connected outside the program. The 36/45 requirement provides depth in program rather than GE.	Practice and capstone levels build upon foundation knowledge and skills. Depth outside the major in requ practice courses.

A SECOND EXAMPLE: CSUSB

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General Education

1. Learning How to Learn/Metacognition
2. Thinking Critically
3. Critical Literacies
4. Global Perspective
5. Integrative Learning
6. Ethical Responsibility
7. Collaboration

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Department of English: Old Outcomes

1. Familiarity with writers and periods
2. Understanding of aesthetic forms
3. Understanding of multiple approaches
4. Knowledge of literary diversity
5. Understanding of genre
6. Understanding of linguistic analysis

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Content Focused

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Department of English: New Outcomes

1. Intertextuality
2. Writing
3. Diversity
4. Theory
5. Semantic Multiplicity
6. Textual Historicity
7. Social Construction
8. Research

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YOUR TURN

1 ENVISION THE CHANGE

2 min

Reflect on your LEARNER

Sketch a snapshot of what your learner looks like now. Annotate your sketch with details about their behaviors, attitudes & mindsets.	Sketch a snapshot of where you would like them to be after they interact with your intentionally aligned learning experiences. Annotate your sketch with details about their behaviors, attitudes & mindsets.

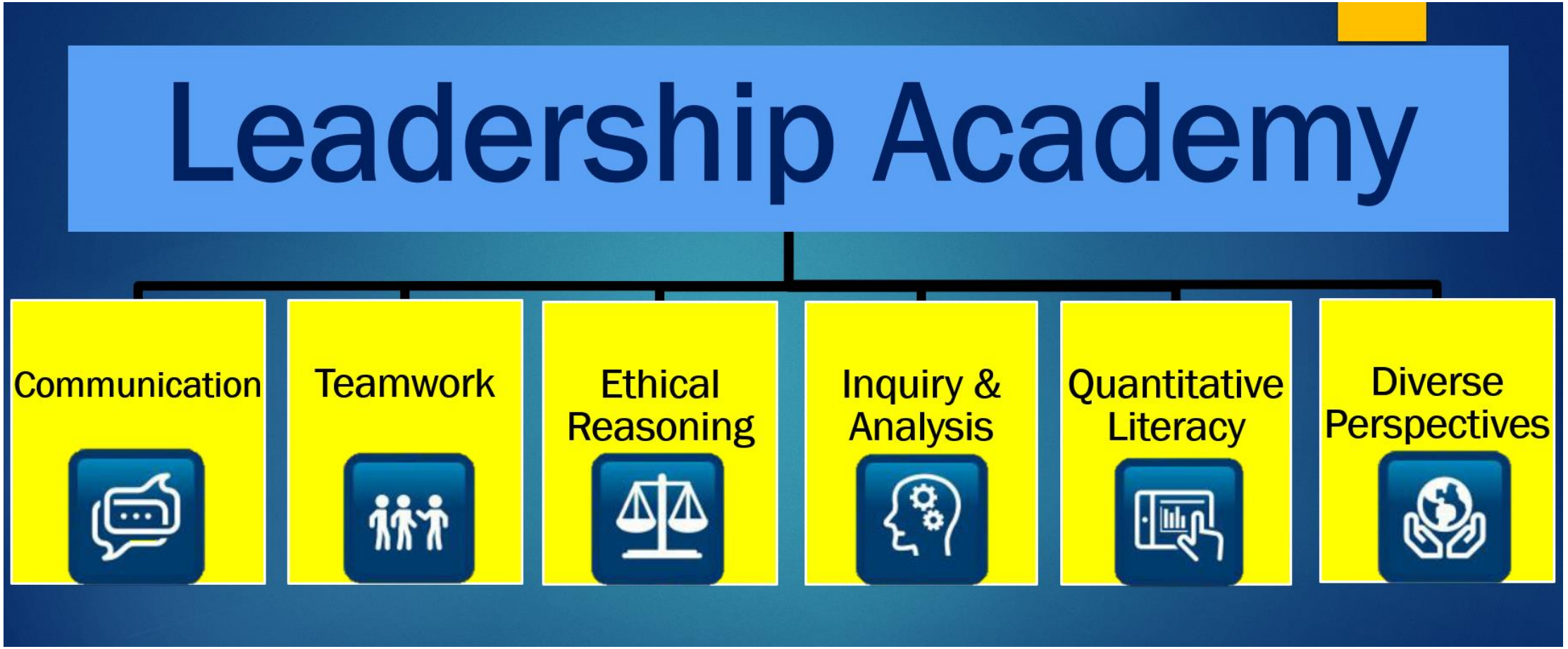
CONSENSUS-BASED

Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.

CONSENSUS-BUILDING

MAPPING AS A CONVERSATION STARTER

MAPPING THE CO-CURRICULAR



DATA DIALOGUES

NSSE
national survey of
student engagement

YOUR TURN

2 WHO DO YOU NEED ON BOARD?

2 min

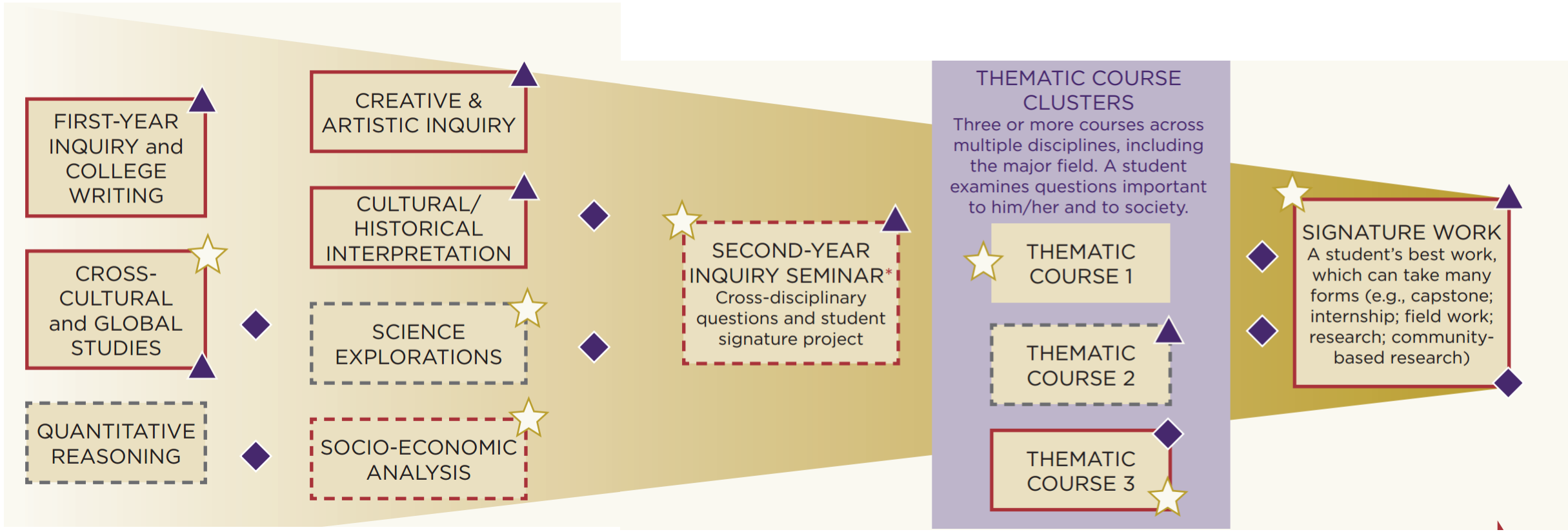
Identify key DECISION MAKERS

List groups and individuals who are key decision makers at your institution.	Brainstorm collaborative approaches working across divisions to bring these groups and individuals together building consensus around the work.

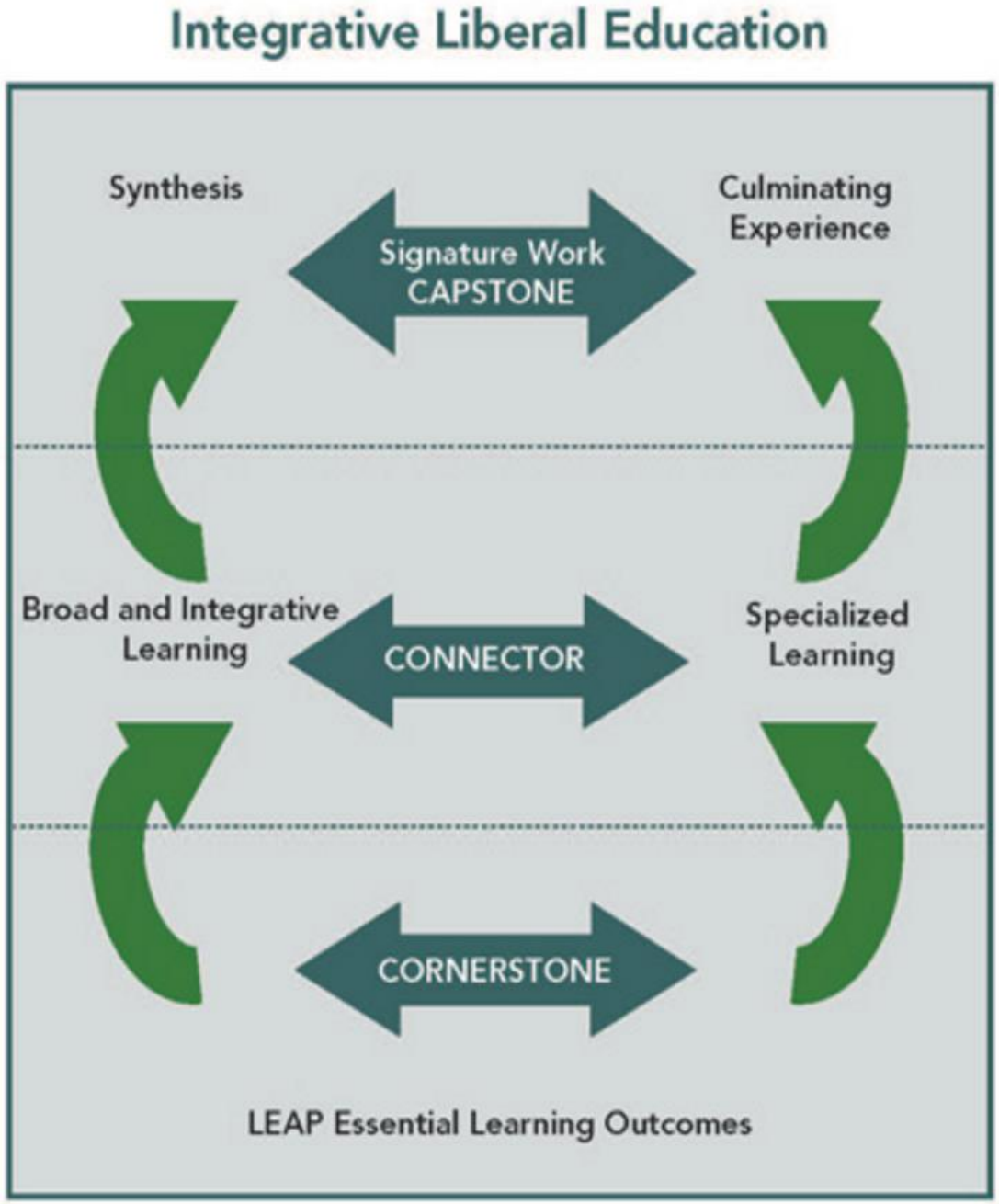
LEARNER-CENTERED

The educational system reorganizes educational experiences around *all* students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.

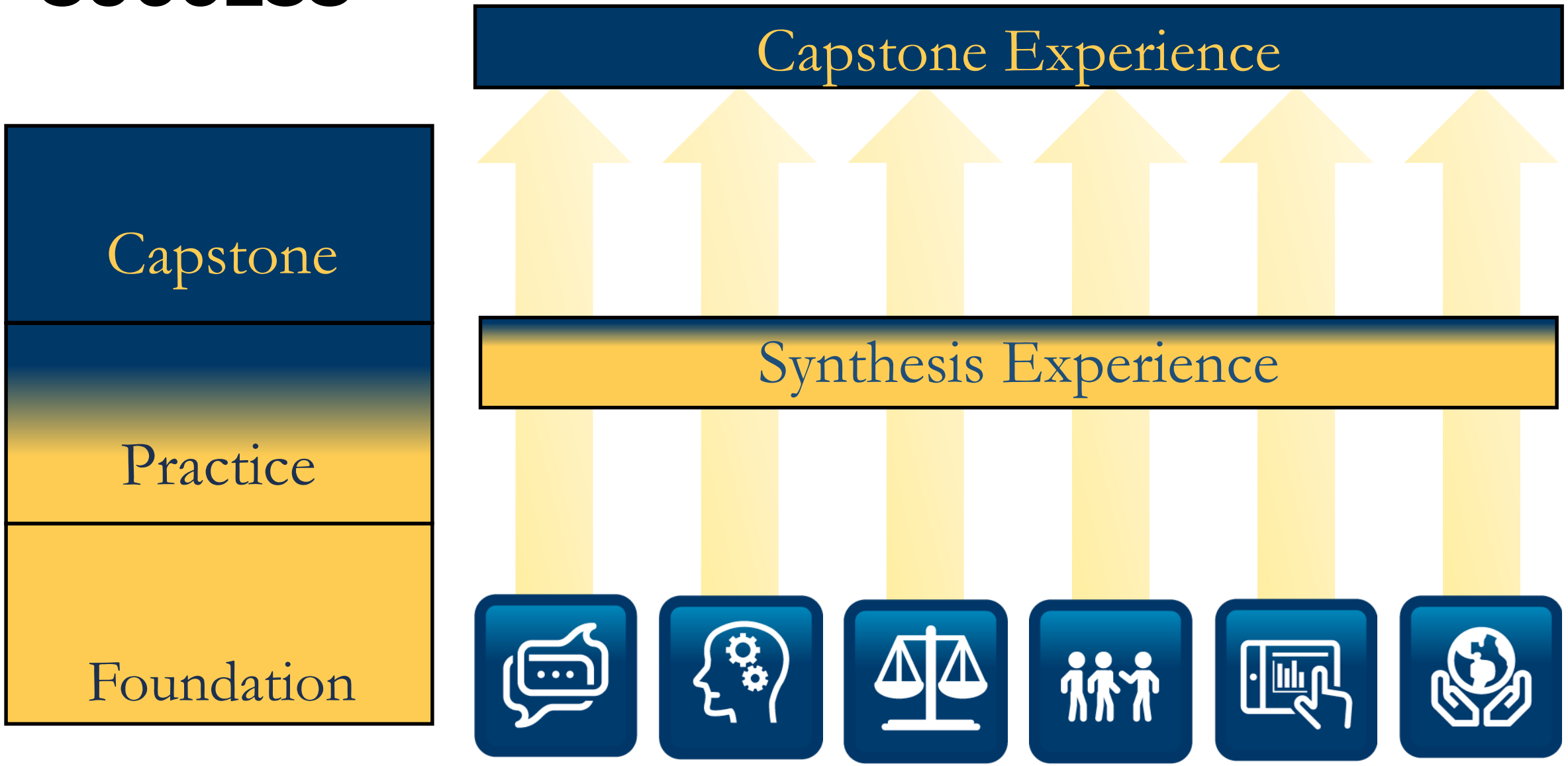
GUIDED PATHWAYS



COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING



ESSENTIAL STUDIES: THE PATH TO SUCCESS



FOCUS ON ASSIGNMENTS

PSY 201

Oregon TECH

Assignment: Research Evaluation and Information Literacy Stage 1 – 30 points

This assignment is meant to be adapted by discipline to fit in a beginner course (e.g., PSY201 Introduction to Psychology). Students will gain understanding in finding peer-reviewed articles that relate to current events.

Information about science is all over the internet! For this assignment, you will be asked to find a non-scholarly article online about a topic covered in the class. After, find three **peer-reviewed empirical articles** that discuss the same topic – you will read and review these.

Instructions (part 1 – Due Monday of Week 5 – 10 points):

1) Choose a topic related to a chapter that we are covering this term.
2) Choose a non-scholarly article on the topic.
3) Choose three Empirical Research Articles on the same topic – only choose articles that you can read and understand! Save the PDFs for yourself.
4) When you find the articles you think will work, copy and paste their abstracts (don't just copy the link – it won't work) and submit them in a word document along with the following information:
   - The topic and chapter these articles relate to
   - How do you know each of the research articles are empirical?
   - APA style reference page

   The instructor must approve your three studies before moving on to part 2

Instructions (part 2 – Due End of Week 9 – 20 points):

To successfully complete this assignment, read and review the previously approved **empirical psychology research journal articles.** Answer the questions below for each article. Be sure to give complete answers and refer to your textbook as needed. The completed article assignment is due **end of week 9**. To receive credit for this assignment:

1) Include a cover sheet that includes your name and the article citation (i.e., author's name, year published, title of article, title of journal, volume # and pages – use APA format);
2) Attach copies of the three empirical research articles and the non-scholarly article;
3) Type your answers to the following questions:
   - What is the topic and research question that each article addresses
   - Why did you choose this subject/these articles
4) For each of the research articles identify:
   - The type of research the authors used? (e.g., survey, correlation, experiment, longitudinal, etc.)
   - How do you know?
   - Identify the independent (if applicable) and dependent (hint: measures) variable in the studies
   - Briefly describe the main findings of the studies
5) For the non-scholarly article identify:
   - The conclusions or results presented in the article
   - The evidence provided to support the conclusions
6) Discuss what you learned from these articles and your evaluation of the quality of the research presented. Be sure to include the following points in your discussion:

PSY 336

Oregon TECH

Assignment: Research Evaluation and Information Literacy Stage 2 – 50 points

This assignment is meant to be adapted by discipline to fit in an intermediate course (e.g., PSY336 Health Psychology or PSY313 Research Methods—choose a course in which students should already have a basic understanding of research methods). The assignment should be utilized after students have learned about research communication (or the like). The chosen three articles for this assignment should represent one piece of journalism that does an excellent job communicating research findings, one that does an acceptable job (with some minor errors), and one that does a problematic job and misrepresents research findings. One or more of the scientific studies should have a problem with the research methodology.

Science, health, psychological, environmental, and education related information are communicated to the public on a daily basis. However, much of that communication takes place through social media, blogs, news outlets, and TV shows. A lot of the time, the information is written or spoken by non-experts, and may be delivered through a biased lens. The objective for this assignment is for you to evaluate the credibility of a written piece of "journalism" by comparing it to the original research study it references. Three different research studies will be assessed. Each student is assigned to one, and then you will meet in small groups to discuss your articles individually.

Instructions:

1) Read the assigned news article. Take note of descriptions of the scientific study, what the author of the news article claims the researchers found or concluded, and what the author of the news article claims this means for society. Take note of clickbait phrases or strong wording.
2) Find & save the original peer-reviewed article (PDF format) using the library resources – PsycINFO.
3) Read the original research study (the peer-reviewed article). Take notes on methods used, important findings, and real-world implications. What conclusions do the authors state? Can the authors reliably claim what they say they found, based on methods used?
4) Compare and contrast the newspaper article with the original peer-reviewed study. What was presented accurately? What was misrepresented? What was omitted? Did the newspaper journalist make any false claims or exaggerated claims? Did they do a good job communicating the research to the general public? What other concerns do you have?
5) **(15 points –Monday of Week 4 – come prepared with your notes answering the above questions.)** Within your discussion groups, each student was assigned to a different article. You will have approximately thirty minutes in class to discuss your newspaper article and peer-reviewed article with your peers. What red flags did you see in your newspaper articles that made it seem like the authors were misreporting information? What looks questionable, but you aren't sure about? Discuss each article within your group.
6) **(35 points – due Monday of Week 5)** In a brief report (max 3 pages, double spaced, 12 Times font, 1 inch margins) write your findings based on your answers to the above questions. Your report should be logically organized and evaluate the claims made in both papers (the newspaper article and the peer-reviewed article). Write a conclusion paragraph that addressed the following question: Is this news article a trustworthy source? Why or why not?

Proficiencies/Learning Outcomes:

Intellectual Skills: Use of Information Resources; Inquiry and Analysis; Communicative fluency; interpreting arguments from different points of reference

Civic and Global Learning: Explain diverse positions; evaluates issues and evidence drawn from journalism and scholarship.

PSY 465

Oregon TECH

Assignment: Research Evaluation and Information Literacy Stage 3 – 100 points

This assignment is meant to be adapted by discipline to fit in an advanced course (e.g., LIS305 Research Strategies or PSY314 Advanced Research Methods). The assignment should be utilized after students have completed research or a literature review on a given (or chosen) topic.

For this class, you have been asked to develop a research question and review the current peer-reviewed literature on the topic. You are now well-versed in what science says about the topic – but what about what the media says? Science, health, psychological, environmental, and education related information are communicated to the public on a daily basis. However, much of that communication takes place through social media, blogs, news outlets, and TV shows. A lot of the time, the information is written or spoken by non-experts, and may be delivered through a biased lens.

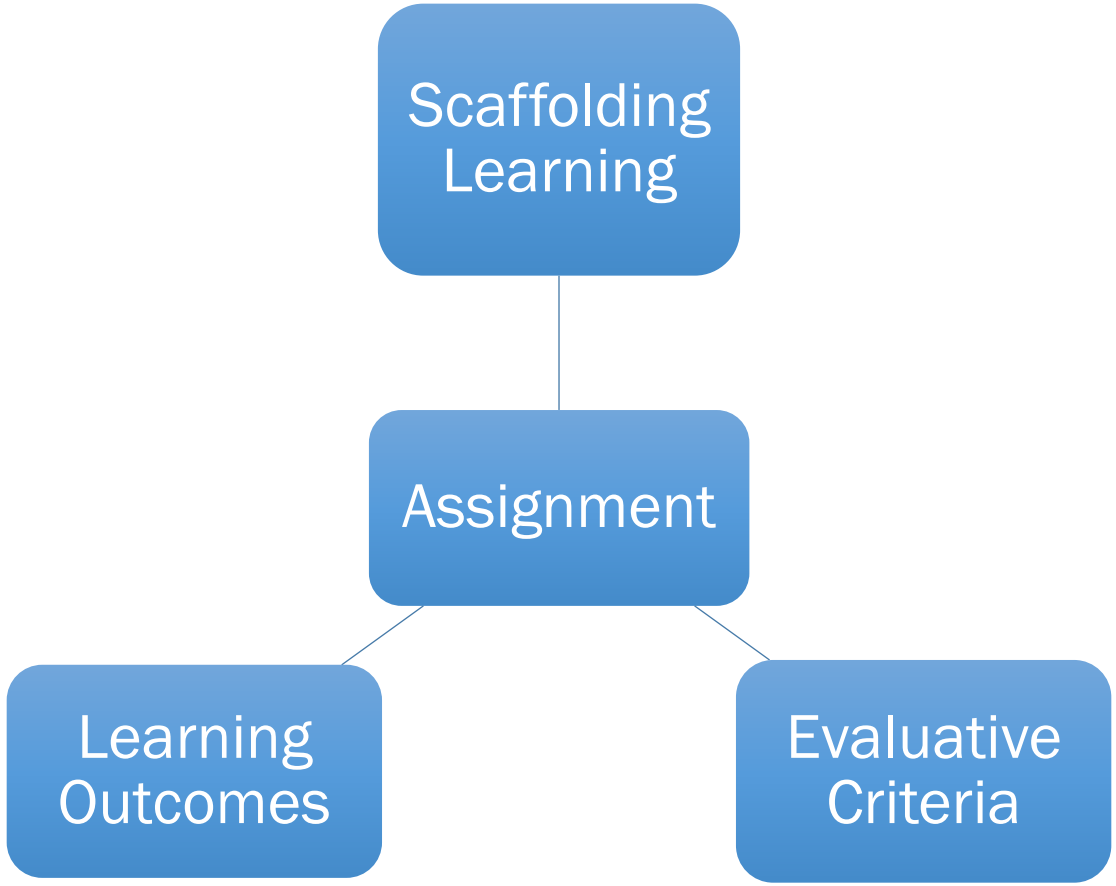
Instructions:

1) Find 5 non-scholarly sources that discuss your research topic. These sources must be from various media outlets – e.g., a newspaper article, a blog post, a TV broadcast, a TED talk, a comment thread on a website such as Reddit or Facebook, etc. The idea is that each of your sources present what they think are "facts" about your research topic. A minimum of three of these sources should have references associated with their claims (that is – the authors of the blog or newspaper reference another (presumably scientific) source). **(10 points)**
2) Print or save the articles, blogs, or links to TV shows.
3) **(Due Monday of Week 8 – 50 points – include a reference page)** Analyze each of your non-scholarly sources individually. You are now the expert in your topic area after completing your research project. In a maximum of 5 pages, you should evaluate the following criteria:
   - Is the source grounded in research? If so, was the appropriate peer-reviewed article cited? (If this is the case, you will want to find that peer-reviewed article to help with your evaluation.)
   - Is the source presenting accurate scientific data on my topic?
   - Are conclusions reasonable and not exaggerated?
   - Are there any biased claims or claims meant to support a political or group agenda?
   - Was any essential information omitted?
   - Are there any uncited ideas, claims, or conclusions?
   - Are there any buzzwords that might allow for readers to misinterpret findings?
   - How wide-reaching is this source? What type of audience does this source target?
   - What will readers conclude after consuming this source of information? How might this be problematic (if it is problematic)?
4) **(Due Monday of Week 10 – 30 points)** If you were going to prepare a news article, blog, TV broadcast, etc. for all people to access the information you researched, what might it look like? This is your chance to present accurate, research-based information in a creative way to a lay audience. Be creative and have fun! Any medium is acceptable for this portion of the project. Make sure to include references.
5) **(Due Wednesday of Week 10 – 10 points)** Brief presentation to the class on what you've learned. You do not need to make a formal PowerPoint type presentation – simply discuss with the class your research project, how it was presented in the media or online from non-scholarly sources, and how you remedied that with your own dissemination of the research! Max 8 minutes.

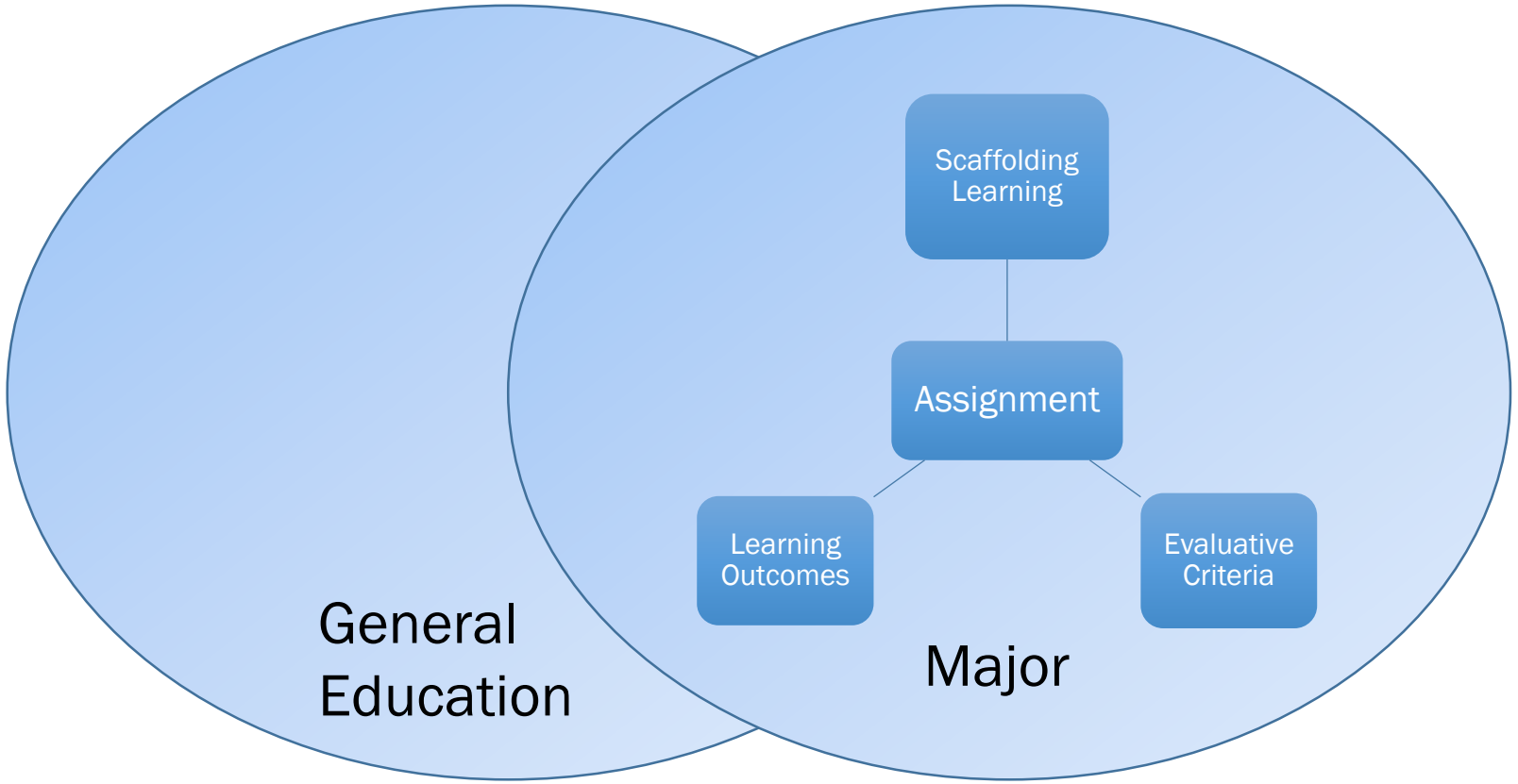
WHAT'S A "CHARRETTE"?

"Charrette" (Fr.) means a small cart. Because architecture students once deposited their assignments in it as the cart was rolled through the studio, architects now use the word to refer to an intense creative effort in a limited time period.

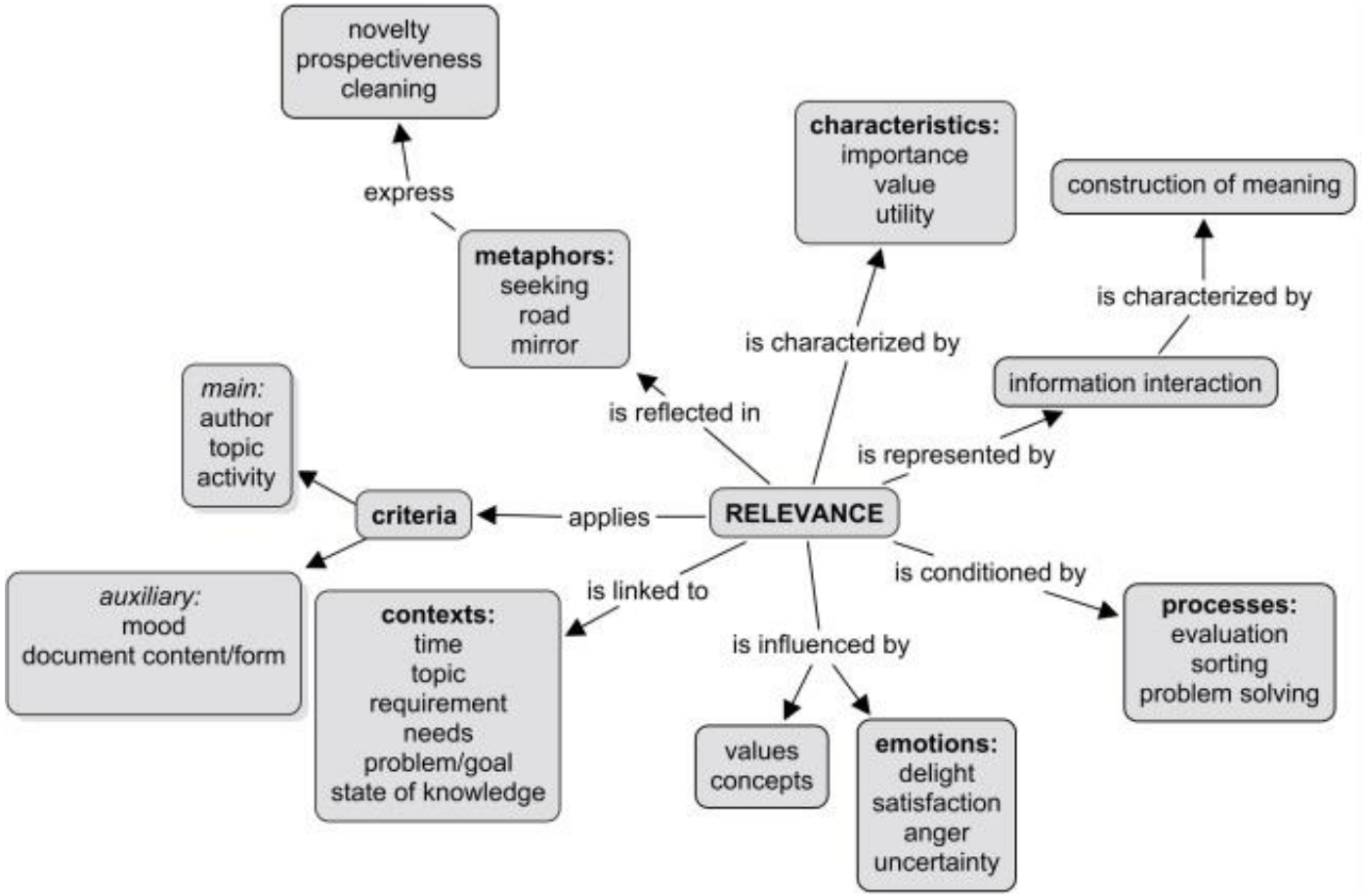
ASSIGNMENTS AS A WAY IN



PROGRAM VIEW



DYNAMIC CRITERIA MAPPING



YOUR TURN

3 FOCUS ON THE INDIVIDUAL

2 min

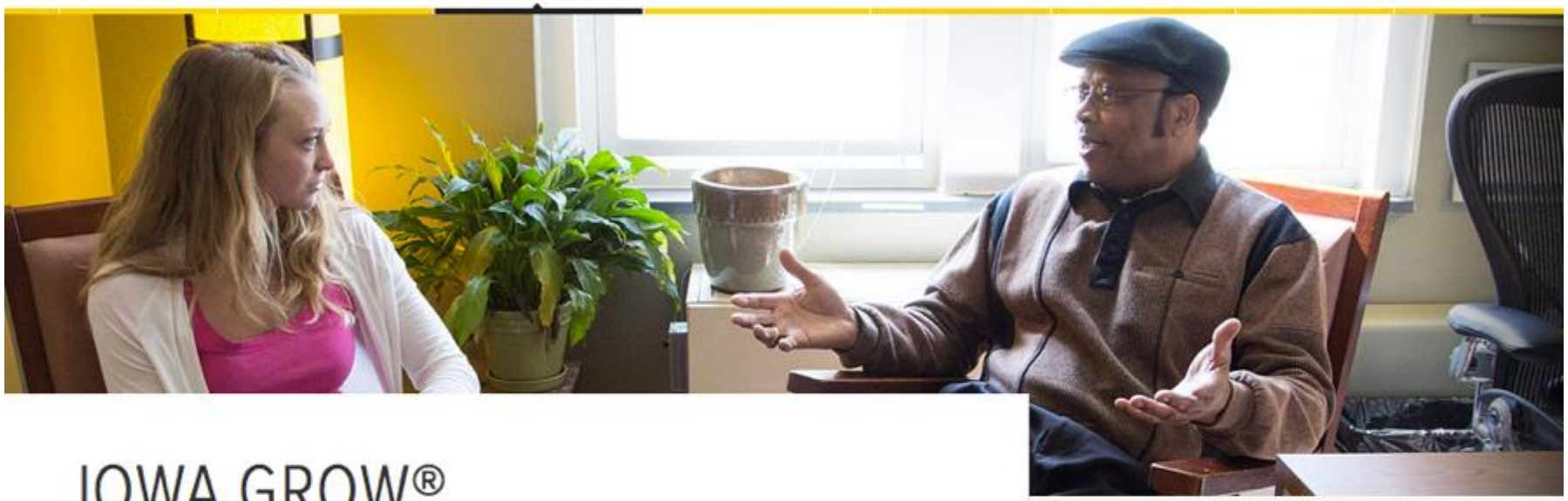
Address the needs of your institution's particular STUDENTS

Brainstorm possible approaches to ensure your work is student-centered (flexible, transparent, and responsive to individual student needs unique to your institution).

COMMUNICATION

Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.

VICE PRESIDENT FOR STUDENT LIFE



IOWA GROW®

Learning, Connecting, Reflecting

Employment during college helps contribute to student success when meaningful connections between learning in the classroom and learning on the job are made evident. IOWA GROW® uses brief, structured conversations between student employees and their supervisors to help students connect the skills and knowledge they are gaining in the classroom with the work they are doing, and vice versa. IOWA GROW® is focused on making student employment a "high-impact activity" - one that requires students to reflect on their learning and connect their learning within and beyond the classroom.

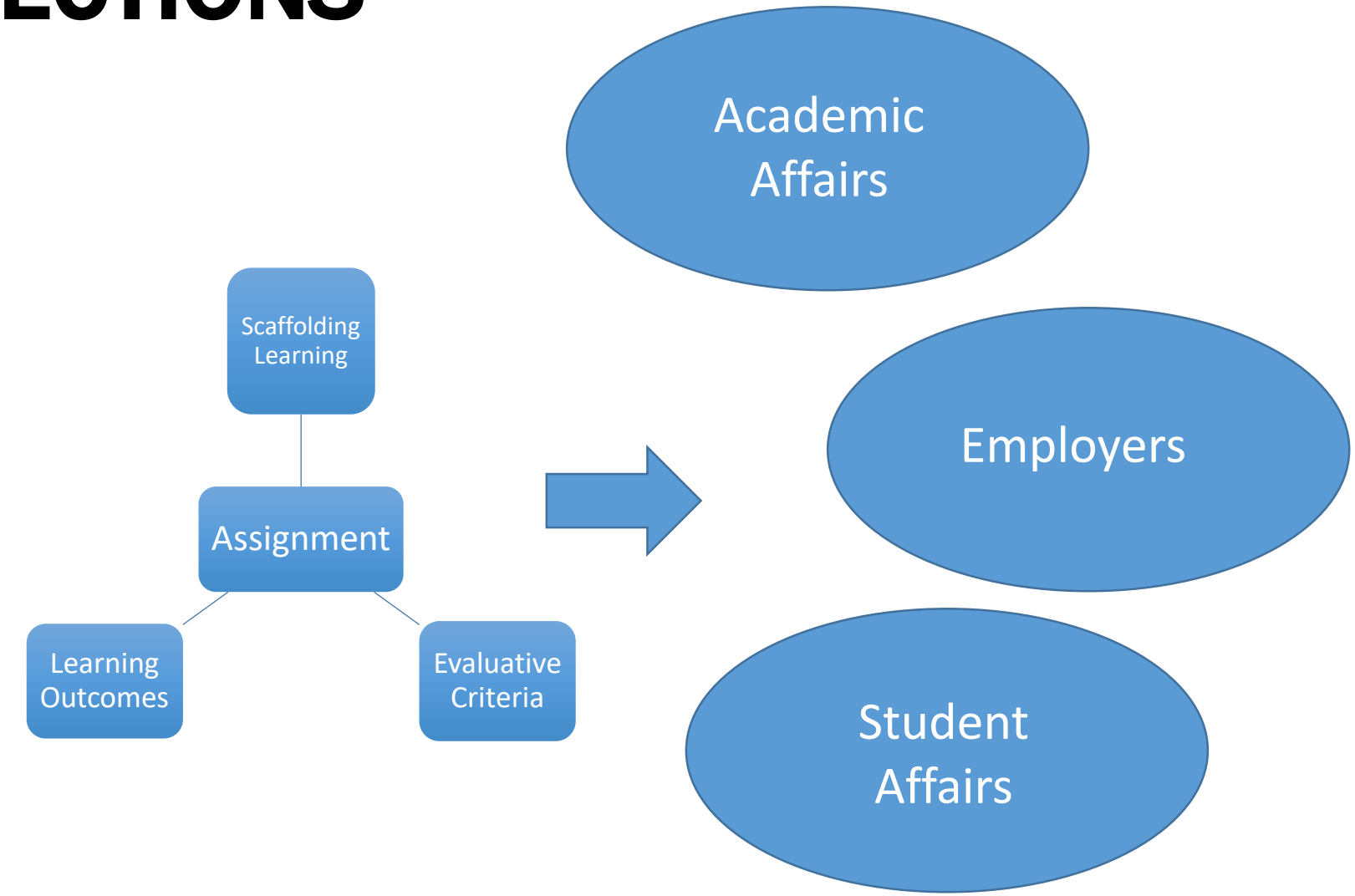
Four Quick Questions

1. How is this job fitting in with your academics?
2. What are you learning here that's helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen

INITIATIVES

Initiatives
IOWA GROW®
How We GROW®
Implementation
Recognition and Resources
Multiculturalism and Diversity
Collegiate Readership Program

CONNECTIONS



GUIDING PRINCIPLES

General Education at Oregon Tech is:

Aligned with Oregon Tech's mission vision, and strategic plan

Engaged with the Oregon Tech Community

Informed by internal and external expertise

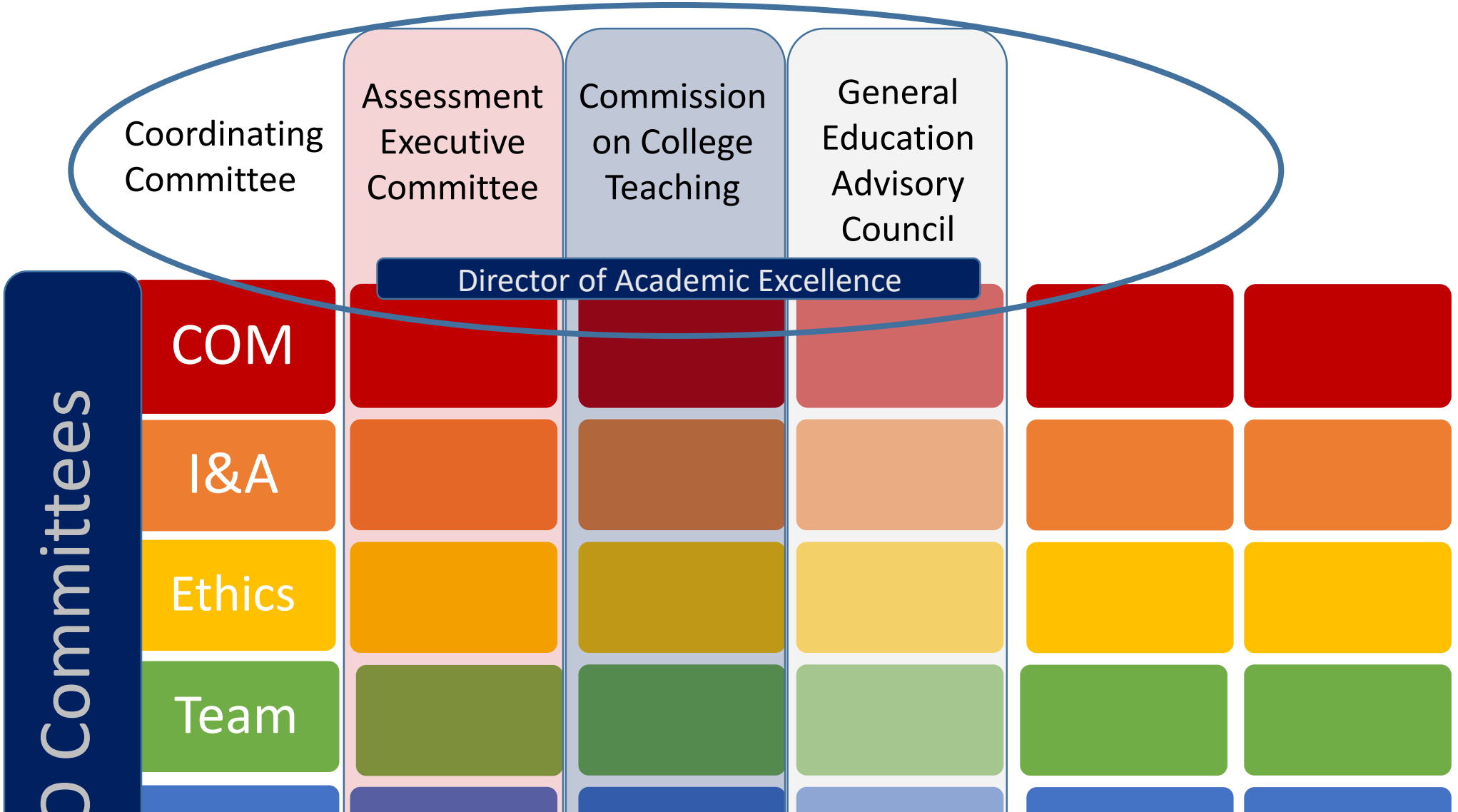
Adaptable to current and future needs

As the General Education Review Task Force, we commit to:

Transparent, open communication

A **Collaborative** process

STRUCTURES SUPPORT COMMUNICATION



YOUR TURN

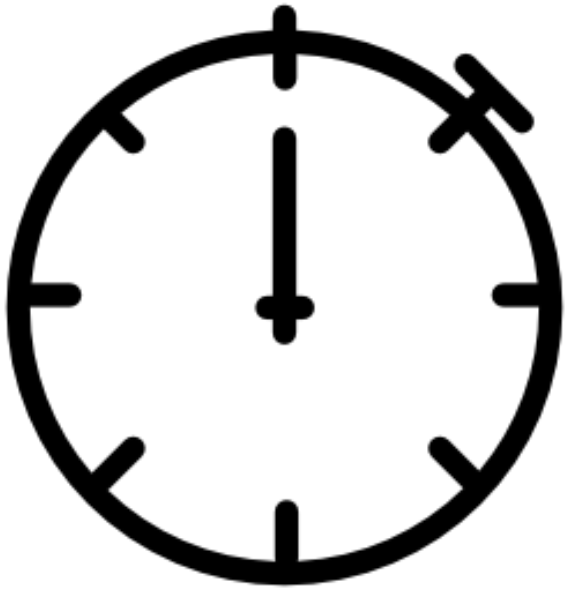
4 BUILD TRANSPARENCY

2 min

Identify how and what needs to be COMMUNICATED

List all stakeholders.	Identify what needs to be communicated to them.

REFRESHMENT BREAK



15 minutes

5 ACTION PLAN 5 min

Frame the OPPORTUNITY

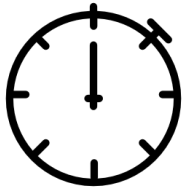
Your project, headlined in **five** words or less (this might be different from what you started with!)

How might we gain CONSENSUS? (Describe one approach you would like to try.)	How might we make the work STUDENT - CENTERED? (Describe one way.)

How might we build TRANSPARENCY for all participants and stakeholders? (Describe one way to build transparency with one group.)	Identify CONCERNS, INSECURITIES, or possible CONSTRAINTS.

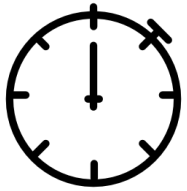
TABLE DISCUSSIONS

Each participant:



2 min

Describe Action Plan



3 min

Take notes on feedback

6 CRAFT EXPERIMENT

5 min

Summarize your EXPERIMENT

Based on feedback on your action plan, craft a quick, small scale, inexpensive experiment to test out your idea.

YOUR GOAL what is the outcome you hope to see?	CURIOSITY/INSECURITY what is the most pressing question you still have about your idea?

YOUR PLAN how are you going to explore your most pressing curiosity?

SOLICIT FEEDBACK

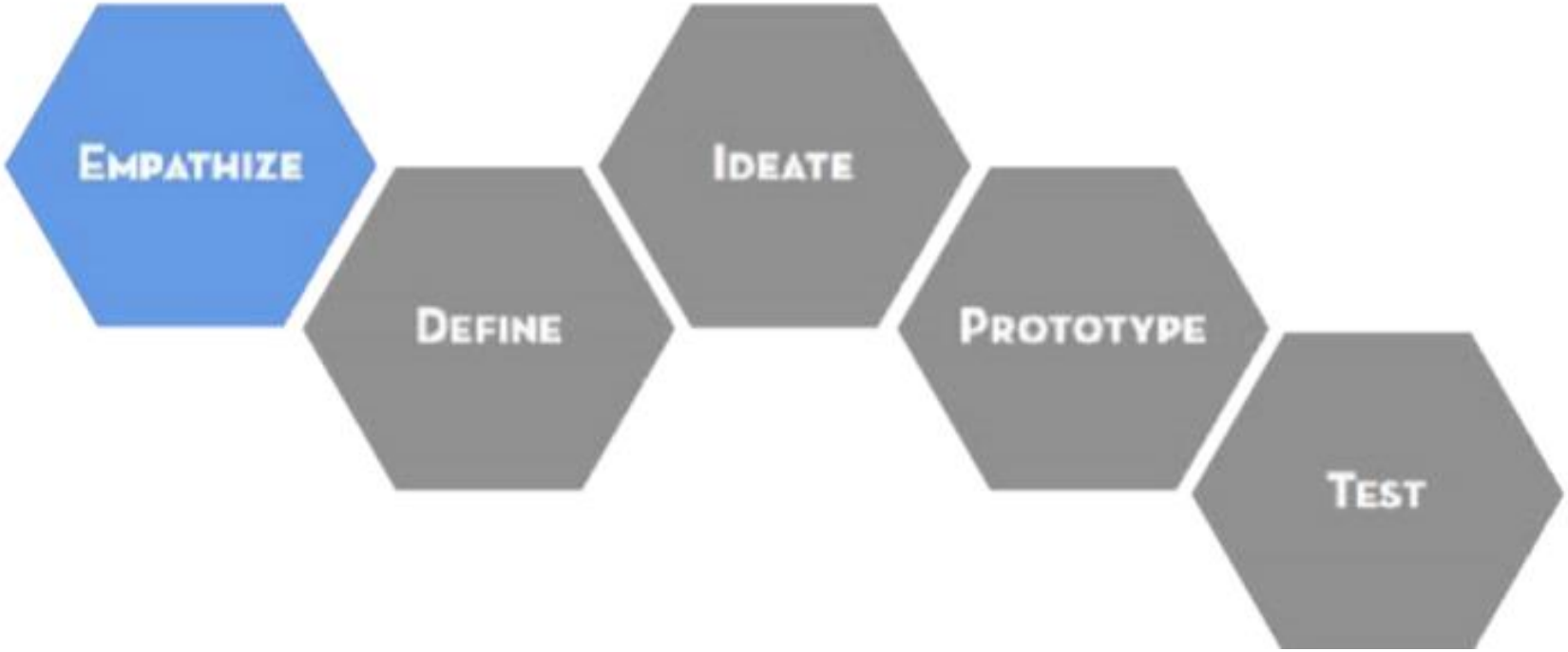
+ What worked...
(what did they like about your idea?

Δ What could be improved...
(what concerned them about your idea?)

? Questions...
(what questions did they have about your idea?)

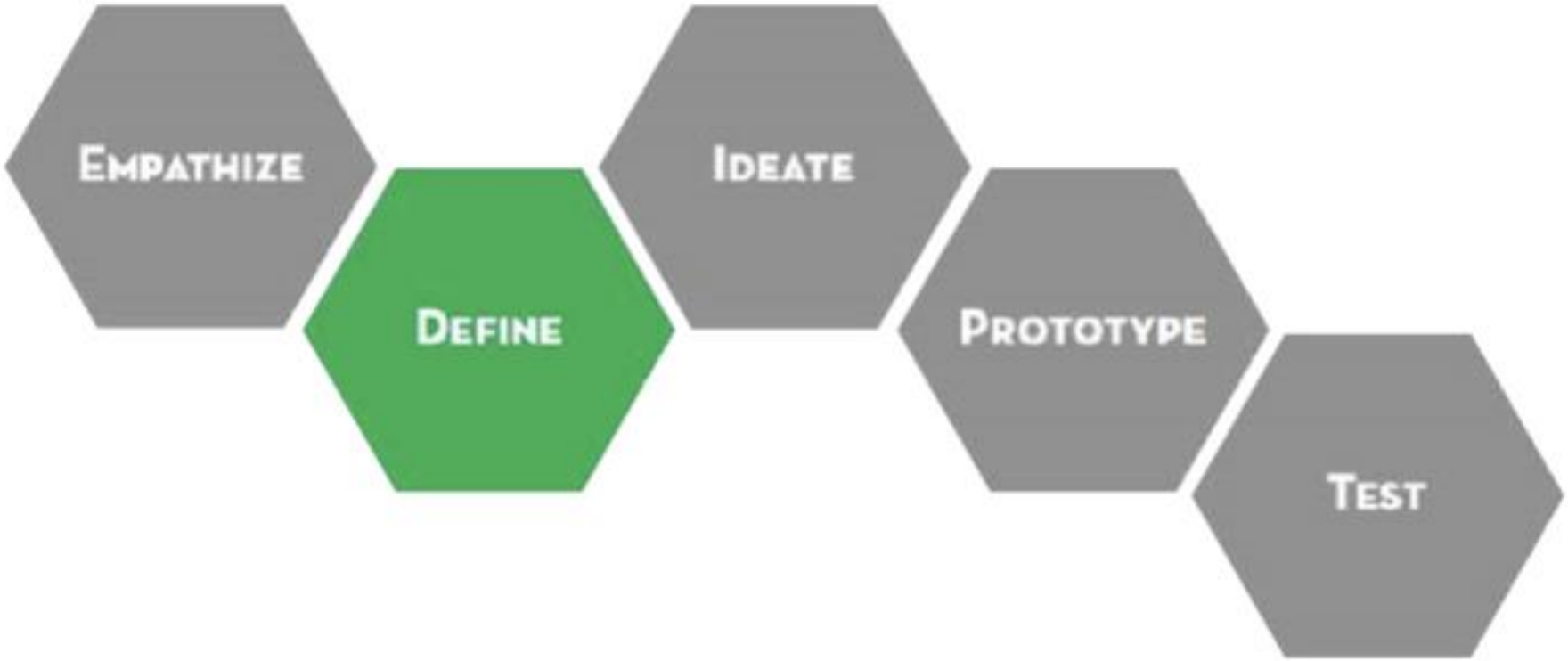
! Ideas...
(what new ideas do you have from this test?)

DESIGN THINKING



Hasso Plattner Institute of Design at Stanford (2016)

DESIGN THINKING



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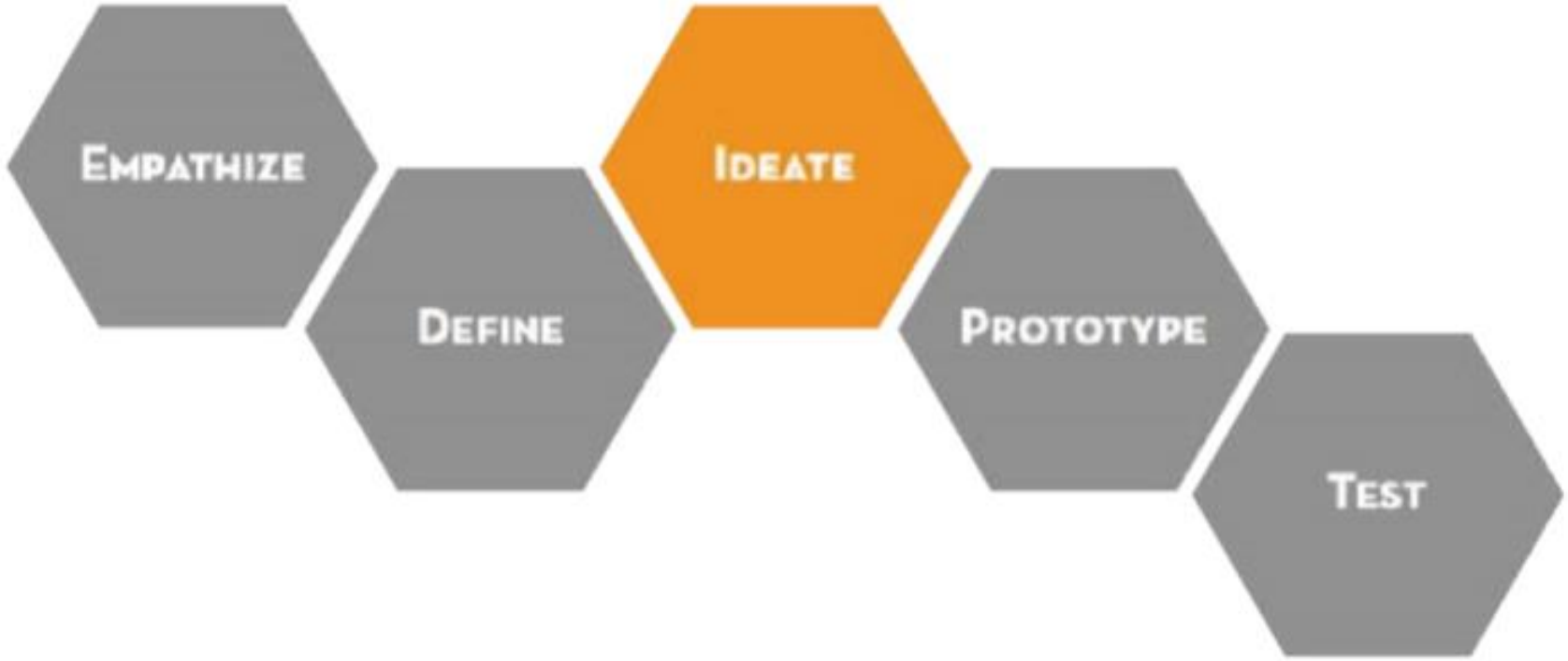
DESIGN THINKING



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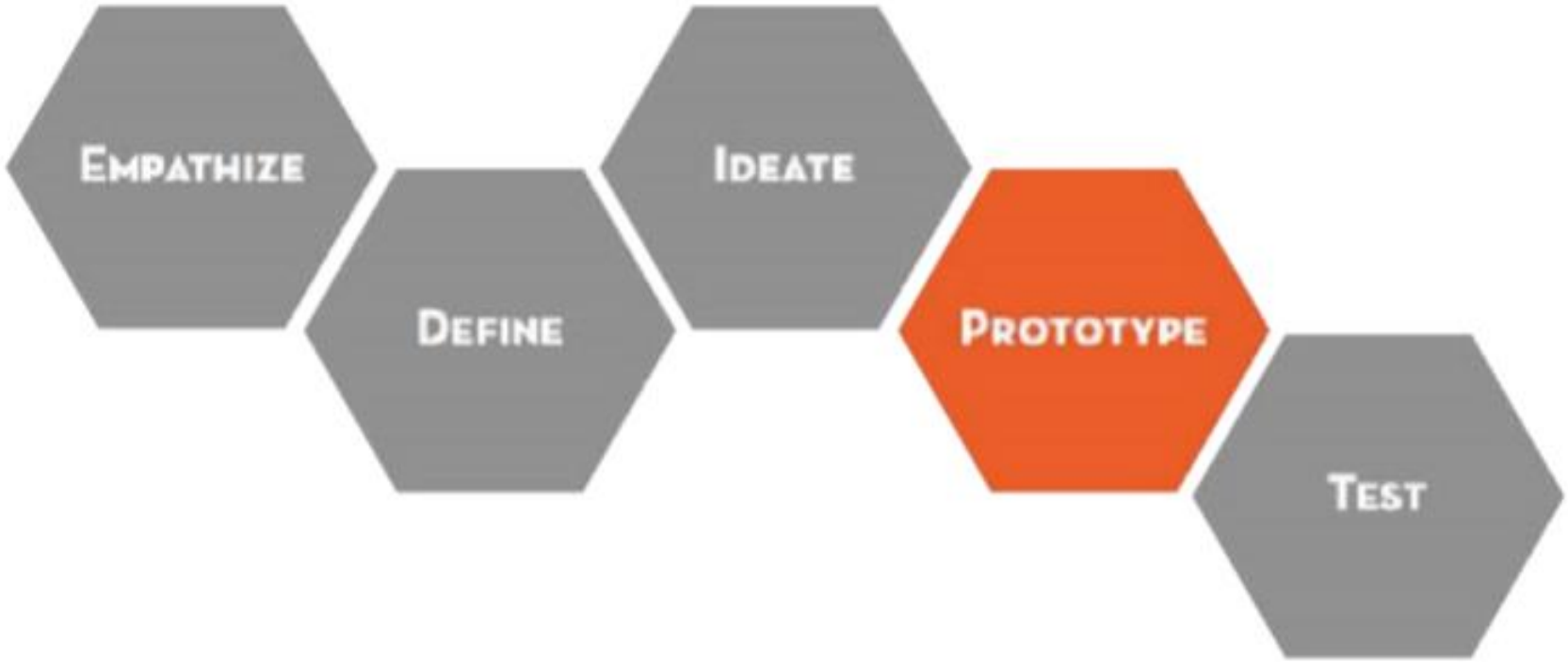
DESIGN THINKING



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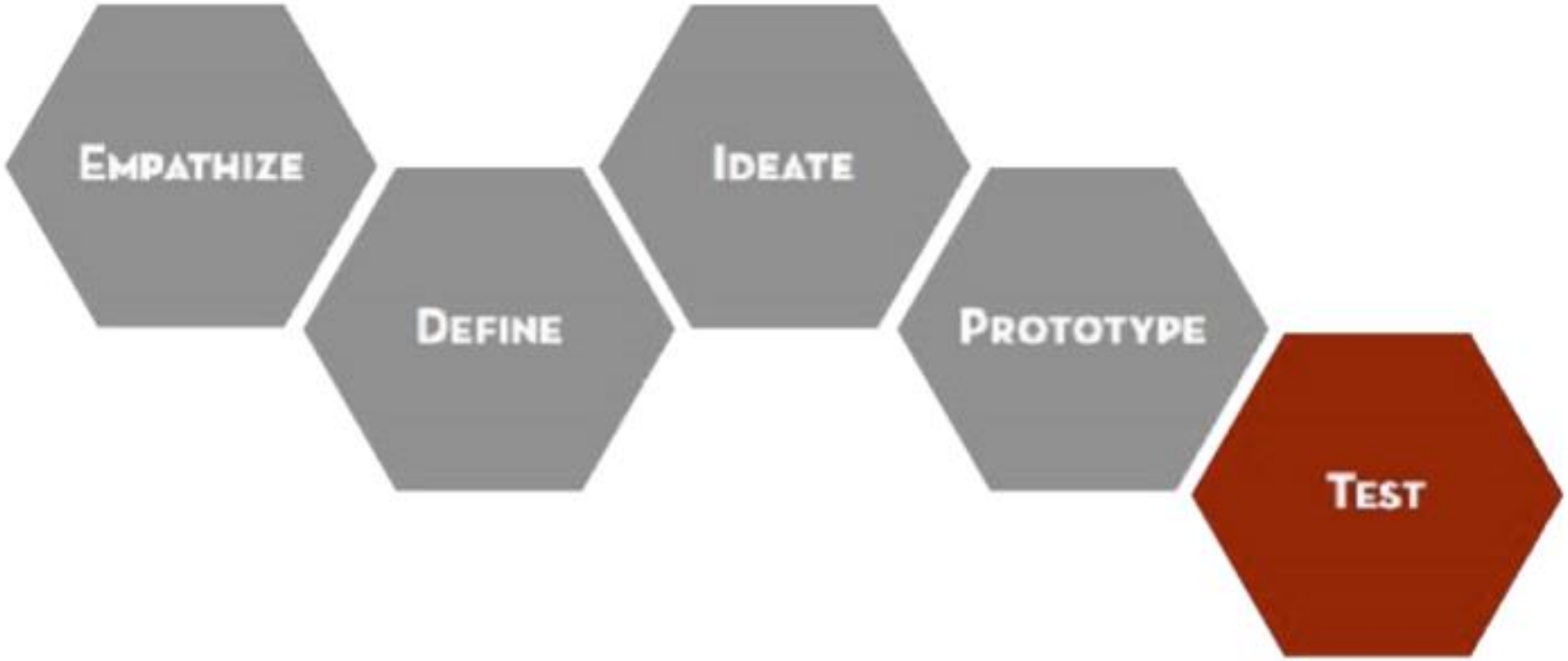
DESIGN THINKING



Hasso Plattner Institute of Design at Stanford (2016)

RESOURCES

LEAP
THE
LEAP
CHALLENGE
Education for a World
of Unscripted Problems
d.
HASSO PLATTNER
Institute of Design at Stanford
A D.SCHOOL
DESIGN
PROJECT
GUIDE
DQP
THE 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
Lumina
DEGREES
THAT
MATTER
Moving Higher Education to a
Learning Systems Paradigm
NATASHA A. JANKOWSKI
AND DAVID W. MARSHALL
National Institute for Learning Outcomes Assessment
January 2013
The Lumina Degree Qualifications Profile (DQP):
Implications for Assessment
Peter T. Ewell
Foreword by George Kuh and Stanley Ikenberry
Afterword by Carol Geary Schneider
Occasional Paper #16
learningoutcomesassessment.org
National Institute for Learning Outcomes Assessment
November 2014
Catalyzing Assignment Design Activity on Your Campus:
Lessons from NILOA's Assignment Library Initiative
Pat Hutchings, Natasha A. Jankowski, & Peter T. Ewell
www.learningoutcomesassessment.org

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