COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

The Degree Qualifications Profile

2012 CIRP Surveys

Introduction

Increasingly, attention in higher education is focused on the meaning of a college degree, that is, both understanding and documenting what students know and can do as a result of their time in college. For more than 45 years, CIRP has worked with institutions to provide information on specific learning experiences and the ways in which the campus climate and institutional practices come together to impact student learning outcomes. As a national leader in higher education, CIRP is committed to investigating and demonstrating the impact of the entire college experience, advancing the dialogue about student learning in higher education, and providing institutions with timely, relevant information they can use to understand and advance the effectiveness of their degree programs.

The DQP and Student Learning

The Degree Qualifications Profile (DQP), released in 2011 by the Lumina Foundation for Education, was designed to further conversation about quality in American higher education and to help institutions understand and document what students need to achieve at different levels of learning. The DQP is a set of learning outcomes that students should be able to accomplish across five Areas of Learning, irrespective of field of study:

- Specialized Knowledge
- Broad Integrated Knowledge
- Applied Learning
- Intellectual Skills
- Civic Learning

The DQP makes explicit expectations regarding learning at three levels—associate's, bachelor's and master's degrees. The matrix that is part of the DQP focuses on these five Areas of Learning and how they might be applied, and is intended to develop a shared understanding of what a degree means in terms of learning. The DQP provides a set of outcomes for student performance at specific degree levels, using statements that show the developmental and cumulative effects of learning. As such, the DQP articulates how achieving certain criteria leads to the awarding of degrees. By specifying these outcomes and competencies, the DQP immediately and intentionally leads institutions to ask themselves "Do we know where our students stand on these outcomes?"

In addition to academic outcomes, the DQP also emphasizes the importance of experiences associated with the integration of learning—including field work, service learning, performances, and demonstrations. It also includes the ways in which students can demonstrate their growth and competence through conventional testing, as well as projects in and outside the classroom. The outcome statements in the DQP lend themselves to the use of evidence from multiple assessment techniques.

In an open and transparent process, institutions and higher education associations have been experimenting with the DQP as a means to ensuring that students achieve the levels of learning they need. This guide is designed to prompt institutions to look for synergies between their CIRP results and the learning outcomes expected at the bachelor's degree level. Combining information regarding effective educational practices with evidence of what students can do should serve to foster conversations about institutional strengths and distinctiveness, as well as highlight areas where institutional practices may not support learning outcomes.

Like the DQP itself, this guide is a work in progress. As the DQP is revised via institutional use, this guide will be updated accordingly. Please contact us with comments and suggestions at HERI@ucla.edu.

The Relationship Between CIRP and the DQP

CIRP survey results can be integrated with the DQP in many different ways and at many different levels of the institution—for example, the entire curriculum, general education, departments or programs, or class level (e.g., senior students), as well as across pedagogical practices such as service learning.

The DQP is an outcomes-based framework. CIRP results provide indicators of practices and processes that lead to these competencies, as well as to outcomes that measure and assess the five major Areas of Learning enumerated in the DQP .For example, a college may wish to examine the extent to which first-year students have been introduced to all five Areas of Learning during their first year in college. A college that values civic and social responsibility may choose to focus attention on the extent to which graduates gain experience and competencies related to Civic Learning. In either case, examining specific CIRP results may provide evidence of the extent to which students are making gains in the knowledge and experiences valued at the institution and allow students to demonstrate what they have learned.

CIRP Results Support DQP Competencies

The specification of outcomes and competencies in the DQP is designed to prompt the question "How do we know our students have attained these outcomes?" CIRP results are one potential source of such evidence, and of participation in programs and practices designed to foster these outcomes. They can be used longitudinally to examine how, where and to what extent an institution is meeting its educational objectives, and are more impactful when combined with direct evidence of student learning. CIRP results are particularly valuable at the start of this process, showing institutions where they are doing well, and where they lack information or need to focus inquiry.

Mapping CIRP Surveys to the DQP Matrix

This guide is not a toolkit or a comprehensive codebook for mapping CIRP surveys to the DQP. Rather, the intent is to prompt institutions that are using the DQP to think broadly about how the results can be used as part of a larger campus strategy to marshal evidence about these competencies. Looking systematically at CIRP survey results aligned with the DQP provides an opportunity for discussion about

what the results mean on campus, what other evidence can be brought to bear, and what additional information is necessary to further improvement efforts as the institution plans for the future. When they are presented in context with additional measures of student learning, such as portfolios, direct assessment, and results from student focus groups or interviews, these results will be most meaningful.

The DQP Profile

The Degree Profile Matrix presents specific descriptions of the competencies at the associate, bachelor's and master's levels. The matrix specifies the degree on one axis, with the areas of knowledge on the other axis. This framework of learning outcomes is intended to be used as a benchmark for degree credentials regardless of a student's field of study. Because CIRP surveys focus on the undergraduate educational experience, we have only mapped the bachelor's credentials to CIRP survey items in this guide.

To simplify the mapping of CIRP items onto the DQP profile, we have delineated each area of learning from the profile and included a short summary of the longer descriptions of each Area of Learning. For more information about the Areas of Learning, please refer to Lumina's DQP document[1].

Areas of Learning at the Bachelor's Level

Specialized Knowledge

- Defines and explains the boundaries, divisions, styles, and practices of the field.
- Defines and properly uses the principal terms in the field, both historical and contemporaneous.
- Demonstrates fluency in the use of tools, technologies, and methods in the field.
- Evaluates, clarifies and frames a complex question or challenge using perspectives and scholarship from the student's major field and at least one other.
- Constructs a project related to a familiar but complex problem in the field of study by independently assembling, arranging, and reformulating ideas, concepts, designs or techniques.
- Constructs a summative project, paper, or practice-based performance that draws on current research, scholarship and/or techniques in the field.

Broad, Integrative Knowledge

- Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields and proposes a "best approach" to the question or challenge using evidence from those fields.
- Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools, and methods from at least two academic fields.
- Explains a contemporary or recurring problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and research in those disciplines can be brought to bear, judges the likelihood that the combination of disciplinary perspectives

[1] Lumina Foundation for Education, Inc. (Jan, 2011). *The Degree Qualifications Profile*

and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context.

Intellectual Skills

- Differentiates and evaluates theories and approaches to complex standard and nonstandard problems within his or her major field and at least one other field (analytic inquiry).
- Incorporates multiple information resources in different media or languages in projects, papers, or performances, with appropriate citations; and evaluates the reliability and comparative worth of competing information resources (use of information resources).
- Constructs a cultural, political, or technological alternate vision of either the natural or human world through a written project, laboratory report, exhibit, performance or community service design; defines the distinct patterns in this alternate vision; and explains how these patterns differ from current realities (engaging diverse perspectives).
- Translates verbal problems into mathematical algorithms, constructs valid arguments using the accepted symbolic system of mathematical reasoning, and constructs accurate calculations, estimates, risk analyses or quantitative evaluations of public information through presentations, papers or projects (quantitative fluency).
- Constructs sustained, coherent argument or presentation on technical issues or processes in more than one language and in more than one medium for general and specific audiences; and works through collaboration to address a social, personal or ethical dilemma (communication fluency).

Applied Learning

- Presents a project, paper, performance or other appropriate task linking knowledge and skills from work, community or research activities with knowledge acquired in academic disciplines; explains how elements were combined to shape the meaning or findings; and shows the relationship to relevant scholarship.
- Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from the analysis.

Civic Learning

- Explains diverse perspectives on a contested issue and evaluates insights gained from different kinds of evidence reflecting scholarly and community perspectives.
- Develops and justifies a position on a public issue and relates this position to alternative views within the community or policy environment.
- Collaborates in developing and implementing an approach to a civic issue, evaluates the process, and where applicable, weighs the result.

DQP Areas of Learning: Specialized Knowledge

Every field or discipline defines the requirements and articulates outcomes. Across these fields (or majors) are common learning outcomes involving specific terminology, theories, methods, tools, literature, applications, and an awareness of the limitations of the field.

		Question Placement			
DQP Competency	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**
1. Defines and explains the boundaries, divisions, styles and practices of the field.	Knowledge of a particular field or discipline	39			
2. Defines and properly uses the principal terms in the field, both historical and contemporaneous.	Public speaking ability	38	8		18
	Writing ability	38	8		18
3. Demonstrates fluency in the use of tools, technologies and methods in the field.	To be able to get a better job	37			
	Computer skills	38	8		18
	Critical thinking skills	39	17		14
4. Evaluates, clarifies and frames a complex question or challenge using perspectives and scholarship from the student's major field and at least one other.	Support your opinions with a logical argument	34	2	19	2
	Evaluate the quality or reliability of information you received	34	2	19	2
	Integrate skills and knowledge from different sources and experiences	34	2	19	2
	Critical thinking skills	39	17		14
	Use different points of view to make an argument			13	
	Made connections between ideas I learned in different courses			13	
5. Constructs a project related to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.	Support your opinions with a logical argument	34	2	19	2
	Evaluate the quality or reliability of information you received	34	2	19	2
	Critical thinking skills	39	17		14
	Completed a culminating experience for your degree				10
	(*This college*) encourages students to have a public voice and share their ideas openly			9	
6. Constructs a summative project, paper or practice-based performance that draws on current research, scholarship and/or techniques in the field.	Support your opinions with a logical argument	34	2	19	2
	Evaluate the quality or reliability of information you received	34	2	19	2
	Made a presentation in class		23		
	Completed a culminating experience for your degree				10
	Becoming accomplished in one of the performing arts	46	19		23
	Relevant CIRP Constructs	**TFS**	**YFCY**	**DLE**	**CSS**
	Habits of Mind	X	X	X	X
	Integration of Learning			X	

NOTES:

TFS = The Freshman Survey; YFCY = Your First College Year Survey; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey

DQP Areas of Learning: Broad, Integrative Knowledge

Including this outcome ensures that broad learning is not the provenance of general education alone and is interwoven and strengthened at all levels of degree attainment. It is cumulative and provides the context for students' more specialized knowledge. Broad learning should engage students in the practices of core fields and in developing global, cultural, and democratic knowledge and perspectives.

		Question Placement			
DQP Competency	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**
1. Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields and proposes a "best approach" to the question or challenge using evidence from those fields.	Ability to discuss and negotiate controversial issues	32	11	7	20
	Integrate skills and knowledges from different sources and experiences	34	2	19	
	To gain a general education and appreciation of ideas	37			
	General knowledge	39	17		14
	Critical thinking skills	39	17		14
	Problem-solving skills	39	17		14
	Seek solutions to problems and explain them to others	34	2	19	2
	Use different points of view to make an argument			13	
	Made connections between ideas I learned in different courses			13	
2. Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields.	Integrate skills and knowledges from different sources and experiences	34	2	19	2
	To gain a general education and appreciation of ideas	37			
	General knowledge	39	17		14
	Critical thinking skills	39	17		14
	Worked on a professor's research project		23		9
	Use different points of view to make an argument			13	
	Made connections between ideas I learned in different courses			13	
	Making a theoretical contribution to science	46	19		23
	Writing original works	46	19		23
	Creating artistic works	46	19		23
3. Explains a problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and research in these disciplines can be brought to bear, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context.	Ability to see the world from someone else's perspective	32	11	7	20
	Ability to discuss and negotiate controversial issues	32	11	7	20
	Integrate skills and knowledges from different sources and experiences	34	2	19	2
	To gain a general education and appreciation of ideas	37			
	Public speaking ability	38	8		18
	Understanding of others	38	8		18
	Writing ability	38	8		18
	General knowledge	39	17		14
	Knowledge of people from different races/cultures	39	17		14
	Critical thinking skills	39	17		14
	Ability to get along with people of different races/cultures	39			14
	Understanding of national issues	39	17		14
	Understanding of global issues	39	17		14
	Use different points of view to make an argument			13	

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DQP Areas of Learning: Broad, Integrative Knowledge

		Question Placement			
DQP Competency	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**
4. Explains a problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and research in these disciplines can be brought to bear, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context.	Made connections between ideas I learned in different courses			13	
	Recognize the biases that affect your own thinking			13	
	Making a theoretical contribution to science	46	19		23
	Relevant CIRP Constructs	**TFS**	**YFCY**	**DLE**	**CSS**
	Habits of Mind	X	X	X	X
	Integration of Learning			X	

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DQP Areas of Learning: Intellectual Skills

Intellectual skills are composed of two competencies: communication, both oral and written, and quantitative applications. Analytic inquiry is the common bond between these two sets of skills, allowing students to demonstrate what they do when they think. This includes examining, managing, and organizing knowledge prior to communicating findings, interpretations, or perspectives.

		Question Placement			
DQP Competency	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**
1. Differentiates and evaluates theories and approaches to complex standard and nonstandard problems within his or her major field (Analytic inquiry).	Support your opinions with a logical argument	34	2	19	2
	Evaluate the quality or reliability of information you received	34	2	19	2
	To gain a general education and appreciation of ideas	37			
	General knowledge	39	17		14
	Critical thinking skills	39	17		14
2. Incorporates multiple information resources in different media or languages in projects, papers or performances, with appropriate citations; and evaluates the relative merits of competing resources with respect to clearly articulated standards (Use of information resources).	Used the Internet for research or homework	31			
	Used an online instructional website (e.g., Khan Academy, Coursera) as assigned for a class	31			
	Support your opinions with a logical argument	34	2	19	2
	Evaluate the quality or reliability of information you received	34	2	19	2
	To gain a general education and appreciation of ideas	37			
	Critical thinking skills	39	17		14
	Foreign language ability	39			14
	Posted on a course-related on-line discussion board		12		9
	Accessed your campus' library resources electronically		23		9
	Made a presentation in class		23		9
3. Constructs a cultural, political or technological alternate vision of either the natural or human world through a written project, laboratory report, exhibit, performance or community service design; defines the distinct patterns in this alternate vision; and explains how these patterns differ from current realities (Engaging diverse perspectives).	Ability to see the world from someone else's perspective	32	11	7	20
	Ability to discuss and negotiate controversial issues	32	11	7	20
	Support your opinions with a logical argument	34	2	19	2
	Seek alternative solutions to a problem	34	2	19	2
	To gain a general education and appreciation of ideas	37			
	Understanding of others	38	8		18
	General knowledge	39	17		14
	Knowledge of people from different races/cultures	39	17		14
	Critical thinking skills	39	17		14
	Ability to get along with people of different races/cultures	39			14
	Improving my understanding of other countries and cultures	46	19		23
	My college experiences have exposed me to diverse opinions, cultures, and values		14		
	Had meaningful and honest discussions about race/ethnic relations outside of class		20		21
	(This college) Encourages students to have a public voice and share their opinions openly			9	
	Interactions with someone from a country other than your own			12	
	Interactions with someone of a religion different from your own			12	
	Interactions with someone from a socioeconomic class different from your own			12	
	Interactions with someone of a sexual orientation different from your own			12	
	Interactions with someone with a disability			12	
	Recognize the biases that affect your own thinking			13	

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DQP Areas of Learning: Intellectual Skills

		Question Placement			
DQP Competency	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**
4. Translates verbal problems into mathematical algorithms, constructs valid arguments using the accepted symbolic system of mathematical reasoning, and constructs accurate calculations, estimates, risk analyses or quantitative evaluations of public information through presentations, papers or projects (Quantitative fluency).	Evaluate the quality or reliability of information you received	34	2	19	2
	To gain a general education and appreciation of ideas	37			
	Mathematical ability	38	8	17	18
	General knowledge	39	17		14
	Critical thinking skills	39	17		14
	Problem-solving skills	39	17		14
	Made a presentation in class		23		9
5. Constructs sustained, coherent argument or presentation on technical issues or processes in more than one language and in more than one medium for general and specific audiences; and works through collaboration to address a social, personal or ethical dilemma (Communication fluency).	Ability to discuss and negotiate controversial issues	32		7	20
	Support your opinions with a logical argument	34	2	19	2
	Seek solutions to problems and explain them to others	34	2	19	2
	To gain a general education and appreciation of ideas	37			
	Public speaking ability	38	8		18
	Writing ability	38	8		18
	General knowledge	39	17		14
	Critical thinking skills	39	17		14
	Foreign language ability	39			14
	My college experiences have exposed me to diverse opinions, cultures and values		14		
	Had meaningful and honest discussions about race/ethnic relations outside of class		20		21
	Made a presentation in class		23		9
	Interacted with someone from a country other than your own			12	
	Interacted with someone from a religion different from your own			12	
	Interacted with someone from a socioeconomic class different from your own			12	
	Interacted with someone of a sexual orientation different from your own			12	
	Interacted with someone with a disability			12	
	Relevant CIRP Constructs	**TFS**	**YFCY**	**DLE**	**CSS**
	Habits of Mind	X	X	X	X
	Conversations Across Difference			X	

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DQP Areas of Learning: Applied Learning

Applied learning asks students to use their prior learning while remaining open to new interpretations. Students can demonstrate applied learning through traditional assignments, but also through demonstrating mastery in their performance in work settings, interpersonal communication, and regular engagement with the economic, social, and cultural happenings of our time.

		Question Placement			
DQP Competency	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**
1. Presents a project, paper, performance or other appropriate task linking knowledge and skills from work, community or research activities with knowledge acquired in academic disciplines; explains how elements were combined to shape meaning or findings; and shows the relationship to relevant scholarship.	Performed volunteer work	31	12		17
	Performed community service as part of class	31	12		
	Ability to discuss and negotiate controversial issues	32	11	7	20
	Support your opinions with a logical argument	34	2	19	2
	Made a presentation in class		23		9
	Applied concepts from courses to everyday life		23		
	Evaluate the quality or reliability of information you received	34	2	19	2
	Integrate skills and knowledge from different sources and experiences	34	2	19	2
	To gain a general education and appreciation of ideas	37			
	Writing ability	38	8		18
	General knowledge	39	17		
	Critical thinking skills	39	17		14
	(*This college*) Encourages students to have a public voice and share their ideas openly			9	
	Recognize the biases that affect your own thinking			13	
	Worked on a professor's research project				9
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				10
	Participated in an internship program				10
	Participated in an undergraduate research program				10
2. Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from analysis.	Support your opinions with a logical argument	34	2		2
	Evaluate the quality or reliability of information you received	34	2		2
	Integrate skills and knowledge from different sources and experiences	34	2		2
	To gain a general education and appreciation of ideas	37			
	Public speaking ability	37	8		18
	Writing ability	37	8		18
	General knowledge	38	17		14
	Critical thinking skills	38	17		14
	Problem-solving skills	38	17		14
3. Completes a field-based assignment in the course of study that employs insights from others; evaluates a significant question in relation to concepts, methods or assumptions in at least one academic field; and explains the implications of learning outside the classroom.	Performed volunteer work	31	12		
	Performed community service as part of a class	31	12		9
	Ability to see the world from someone else's perspective	32		7	
	Support your opinions with a logical argument	34	2	19	2
	Evaluate the quality or reliability of information you received	34	2	19	2
	Explore topics on your own, even though it was not required for a class	34	2	19	2
	To gain a general education and appreciation of ideas	37			
	Public speaking ability	38	8		18
	Understanding of others	38	8		18

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DQP Areas of Learning: Applied Learning

		Question Placement			
DQP Competency (continued)	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**
3. Completes a field-based assignment in the course of study that employs insights from others; evaluates a significant question in relation to concepts, methods or assumptions in at least one academic field; and explains the implications of learning outside the classroom.	Writing ability	38	8		18
	General knowledge	39	17		
	Knowledge of people from different races/cultures	39	17		14
	Critical thinking skills	39	17		
	Ability to get along with people of different races/cultures	39			14
	Improving my understanding of other countries and cultures	46	19		23
	Ability to work cooperatively with diverse people		11	7	20
	Worked on independent study projects				9
	Worked on a professor's research project				9
	Participated in an internship program				10
	Participated in study-abroad				10
	Participated in an undergraduate research program				10
	Influencing social values	46	19	11	23
	Helping others who are in difficulty	46	19	11	23
	Keeping up to date with political affairs	46	19	11	23
	Relevant CIRP Constructs	**TFS**	**YFCY**	**DLE**	**CSS**
	Habits of Mind	X	X	X	X
	Pluralistic Orientation	X	X	X	X
	Social Agency	X	X	X	X
	Civic Awareness		X		X
	Civic Engagement	X	X	X	X
	Integration of Learning			X	

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DQP Areas of Learning: Civic Learning

Civic learning is clearly tied to Intellectual Skills, but goes deeper in that it explicitly involves active engagement with others and includes engaging with diverse perspectives. Exposure to these different perspectives helps students understand and locate their own responses to social, political, environmental, economic, and other issues at local, national, and global levels.

		Question Placement			
DQP Competency	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**
1. Explains diverse perspectives on a contested issue and evaluates insights gained from different kinds of evidence reflecting scholarly and community perspectives.	Performed community service as part of a class	31	12		9
	Ability to see the world from someone else's perspective	32	12	7	20
	Openness to having my own views challenged	32	12	7	20
	Ability to discuss and negotiate controversial issues	32	12	7	20
	Evaluate the quality or reliability of information you received	34	2	19	2
	To gain a general education and appreciation of ideas	37			
	Understanding of others	38	12		18
	Writing ability	38	12		18
	General knowledge	39			14
	Knowledge of people from different races/cultures	39	17		14
	Understanding of the problems facing your community	39	17		14
	Understanding of national issues	39	17		14
	Understanding of global issues	39	17		14
	Critical thinking skills	39	17		14
	Ability to get along with people of different races/cultures	39			14
	Developing a meaningful philosophy of life	46	19		23
	Participating in a community action program	46	19	11	23
	Helping to promote racial understanding	46	19	11	23
	Becoming a community leader	46	19	11	23
	Improving my understanding of other countries and cultures	46			23
	Felt that your courses inspired you to think in new ways		5		
	My college experience has exposed me to diverse opinions, cultures, and values		14		
	Had meaningful and honest discussions about race/ethnic relations outside of class		20		20
	Influencing the political structure (e.g., voting, education campaigns, get-out-the-vote efforts)			11	
	Working to correct social and economic inequities			11	
	Working to achieve greater gender equity			11	
	Interactions with someone from a country other than your own			12	
	Interactions with someone from a religion different than your own			12	
	Interactions with someone from a socioeconomic class different from your own			12	
	Interactions with someone of a sexual orientation different from your own			12	
	Interactions with someone with a disability			12	
	Feel challenged to think more broadly about an issue			13	
	Recognize the biases that affect your own thinking			13	
	Make an effort to educate others about social issues			13	
	Critically evaluated your own position on an issue			13	

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DQP Areas of Learning: Civic Learning

		Question Placement			
DQP Competency	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**
2. Develops and justifies a position on a public issue and relates this position to alternative views within the community or policy environment.	Performed community service as part of a class	31	12		9
	Ability to see the world from someone else's perspective	32	12	7	20
	Openness to having my own views challenged	32	12	7	20
	Ability to discuss and negotiate controversial issues	32	12	7	20
	Evaluate the quality or reliability of information you received	34	2	19	2
	To gain a general education and appreciation of ideas	37			
	Understanding of others	38	12		18
	Writing ability	38	12		18
	General knowledge	39			14
	Knowledge of people from different races/cultures	39	17		14
	Understanding of the problems facing your community	39	17		14
	Understanding of national issues	39	17		14
	Understanding of global issues	39	17		14
	Critical thinking skills	39	17		14
	Ability to get along with people of different races/cultures	39			14
	Developing a meaningful philosophy of life	46	19		23
	Participating in a community action program	46	19	11	23
	Helping to promote racial understanding	46	19	11	23
	Becoming a community leader	46	19	11	23
	Improving my understanding of other countries and cultures	46			23
	Felt that your courses inspired you to think in new ways		5		
	My college experience has exposed me to diverse opinions, cultures, and values		14		
	Had meaningful and honest discussions about race/ethnic relations outside of class		20		20
	Influencing the political structure (e.g., voting, education campaigns, get-out-the-vote efforts)			11	
	Working to correct social and economic inequities			11	
	Working to achieve greater gender equity			11	
	Interactions with someone from a country other than your own			12	
	Interactions with someone from a religion different than your own			12	
	Interactions with someone from a socioeconomic class different from your own			12	
	Interactions with someone of a sexual orientation different from your own			12	
	Interactions with someone with a disability			12	
	Feel challenged to think more broadly about an issue			13	
	Recognize the biases that affect your own thinking			13	
	Make an effort to educate others about social issues			13	
	Critically evaluated your own position on an issue			13	
	Influencing social values	46	19	11	23
	Keeping up to date with political affairs	46	19	11	23

TFS = The Freshman Survey; YFCY = Your First College Year Survey; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey

DQP Areas of Learning: Civic Learning

		Question Placement			
DQP Competency	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**
3. Collaborates in developing and implementing an approach to a civic issue, evaluates the process and, where applicable, weighs the result.	Performed volunteer work	31	12		17
	Performed community service work as part of a class	31		26	17
	Worked on a local, state, or national political campaign	31	12	26	17
	Ability to see the world from someone else's perspective	32	11	7	20
	Openness to having my own views challenged	32	11	7	20
	Ability to discuss and negotiate controversial issues	32	11	7	20
	Ability to work cooperatively with diverse people	32	11	7	20
	Evaluate the quality or reliability of information you received	34	2		2
	To gain a general education and appreciation of ideas	37			
	General knowledge	39			
	Understanding of the problems facing your community	39	17		14
	Understanding of national issues	39	17		14
	Understanding of global issues	39	17		14
	Critical thinking skills	39	17		14
	Participating in a community action program	46	19	11	23
	Becoming a community leader	46	19	11	23
	Influencing the political structure	46	19	11	23
	Working to achieve greater gender equity			11	
	Feel challenged to think more broadly about an issue			13	
	Recognize the biases that affect your own thinking			13	
	Make an effort to educate others about social issues			13	
	Critically evaluated your own position on an issue			13	
	Take a risk because you felt you had more to gain	34	2	2	2
	Integrate skills and knowledge from different sources and experiences	34	2		2
	Apply concepts from courses to real-life situations			13	
	My college experiences have exposed me to diverse opinions, cultures, and values		14		
	Participated in an internship program				10
	Influencing social values	46	19	11	23
	Relevant CIRP Constructs	**TFS**	**YFCY**	**DLE**	**CSS**
	Pluralistic Orientation	X	X	X	X
	Social Agency	X	X	X	X
	Civic Awareness		X		X
	Civic Engagement	X	X	X	X
	Conversations Across Difference			X	

NOTES:

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