

DEGREE QUALIFICATIONS PROFILE

CIE Fall 2016 Workshop Series

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Interim Dean of Assessment

Trend

- **Today's students are more likely to attend multiple colleges, cross state lines, take longer to graduate, stop out, and more on their way to completion.**

Questions

- **Are we educating students for the future and not for the past?**
- **What do students really do to earn their degree?**

**20th
Century**

**21st
Century**

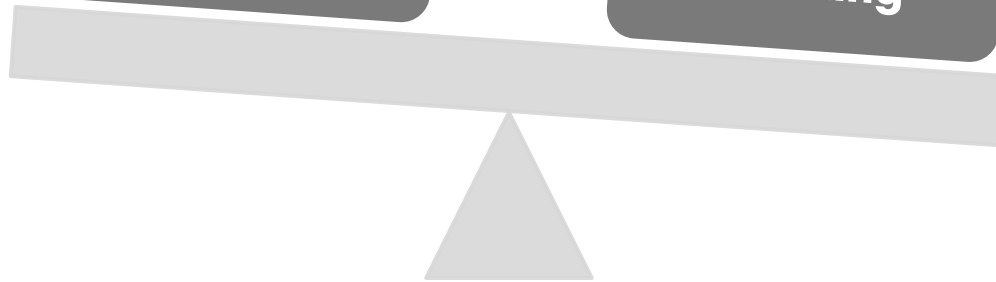
**Depth of
Learning**

**Breadth of
Learning**

**Essential
Intellectual
Skills**

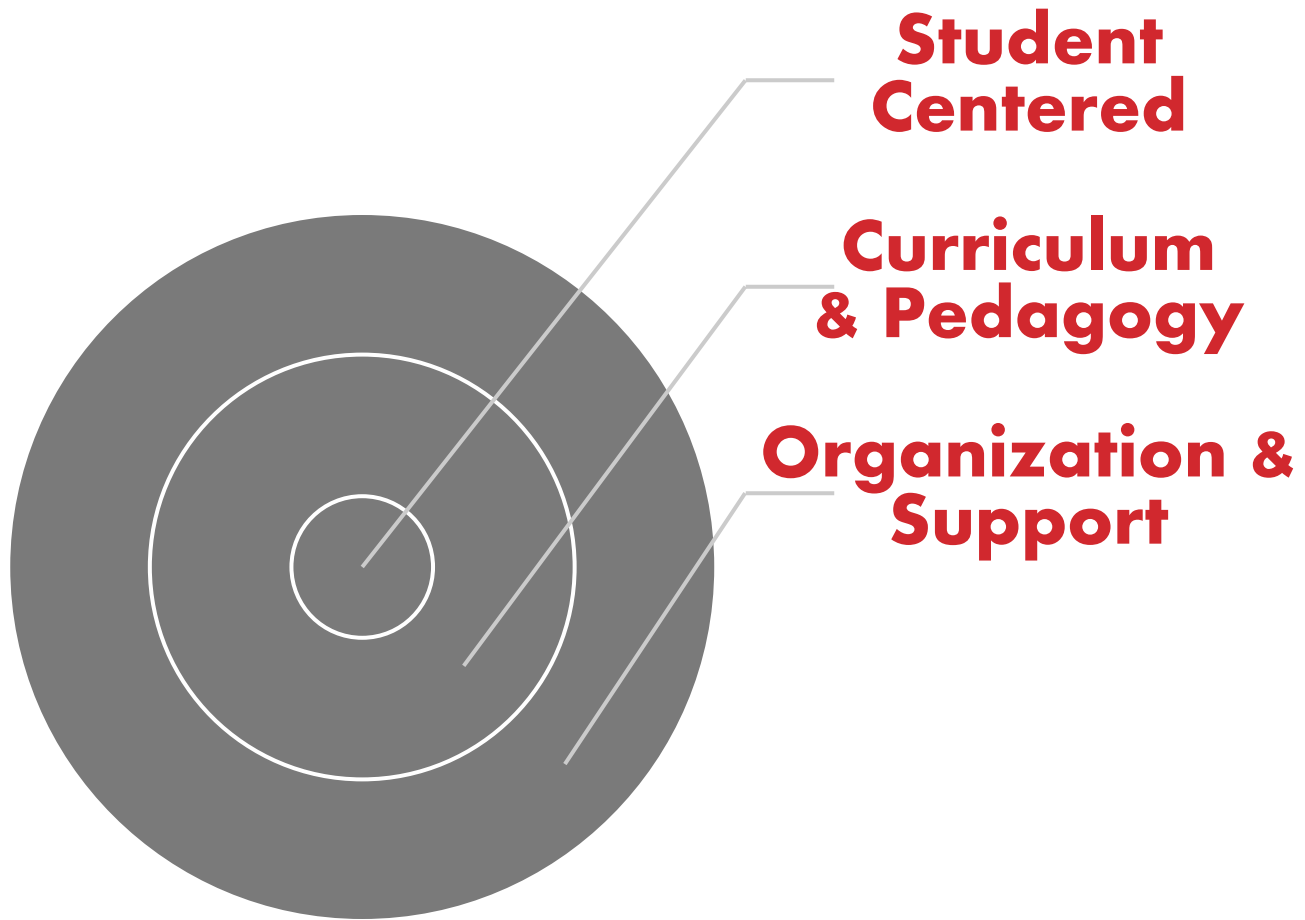
**Depth of
Learning**

**Breadth of
Learning**



DQP

- **Describes** what students should know and be able to do as they move through progressively higher levels of postsecondary study.
- Emphasizes the **degree**, not field of study.
- Stresses **qualitative** learning outcomes, not quantitative outcomes



What It Does

- **Defines what a degree means – what every student can do.**
- **Provides a common language for institution-wide discussions about student learning**
- **Places emphasis on integration of skills and experiences**

What It Doesn't Do

- **DQP does not try to standardize U.S. degrees**
- **Faculty determine content & how to teach it**
- **Faculty embed assessment activities into their courses**
 - **Exams**
 - **Projects**
 - **Performances**

Five Components

- **Specialized Knowledge**
- **Broad & Integrative Knowledge**
- **Intellectual Skills**
- **Applied & Collaborative Learning**
- **Civic & Global Learning**

Value to Students

- **Encourages them to see that curriculum includes program specific and Gen Ed courses**
- **Emphasizes broad, integrative proficiencies that transfer in each job they have**

Value to Faculty

- **Prompts shift from “my course” to “our curriculum”**
- **Fosters purposeful & sustained interaction among colleagues**
- **Encourages faculty to examine their assignments to be certain they assess the desired learning**

Value to the Public

- **Identifies what a degree recipient should know & be able to do, regardless of field of study**

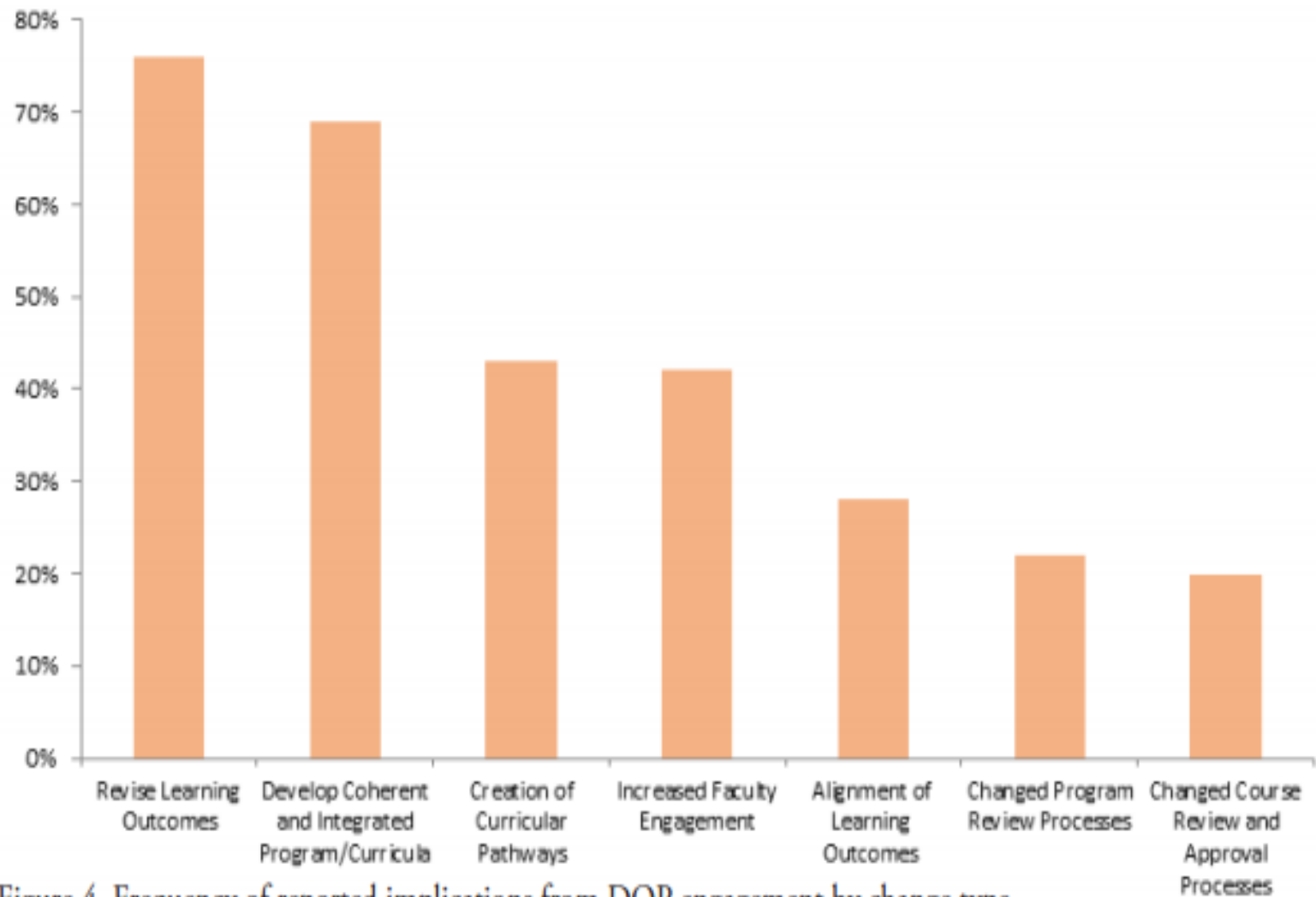


Figure 4. Frequency of reported implications from DQP engagement by change type.

National Institute for Learning Outcomes Assessment

How the DQP Is Being Used

- **Bergen Community College: *Tuning Project***
- **Kansas City Kansas Community College: *Mapping course competencies with DQP proficiencies to identify gaps in learning***
- **McKendree University: *Using DQP to assess student learning***

For More Information

**National Institute for Learning Outcomes
Assessment (NILOA)**

<http://degreeprofile.org/>

For More Information

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