

Framing Questions for Use by Degree Qualifications Profile (DQP) Learning Communities

The WASC Commission voted in November 2011 to pilot the DQP through voluntary learning communities to assess its usefulness as a framework for assisting institutions to assess the quality of degrees or portions of degree programs. The pilot will run from 2012 through 2014 on a voluntary and optional basis. The Commission will share the results of the pilot at Commission meetings, sessions with ALOs, and at other times during the Academic Resources Conferences.

The DQP presents six categories which are intended to provide an overarching framework within which all core outcomes for associate, bachelor's, and master's level degrees can be identified. Within each of the six categories, the DQP presents a listing of outcome statements relating to each degree level.

- 1) *What areas of the DQP do you find immediately useful for defining degree content at your institution?*
- 2) *Are there specific parts of the DQP that would be difficult to use or understand at your institution? What strategies or modifications would you suggest to make it more usable as a tool for discussing program design and student assignments at your institution?*
- 3) *How relevant are the six areas of learning (specialized knowledge; broad, integrative knowledge; intellectual skills; applied learning; civic learning; and institution-specific) as an organizing framework for reviewing degrees and defining their content?*
- 3) *What is the expectation or role the specific outcome statements will play in the overall implementation of the DQP?*
- 4) *How accurately and appropriately, overall, does the DQP reflect what an associate, baccalaureate, or master's degree is (or should be) at your institution? Among institutions you consider your peers?*
- 5) *How well does the DQP differentiate between the associate, bachelor's, and master's levels?*
- 6) *What kinds of skills or learning would your institution add, if any, in the sixth column (institution-specific areas)?*
- 7) *What gaps do you find in the DQP?*
- 8) *How could the DQP be used to engage faculty, staff, and students within and across disciplines in a discussion about the meaning of the degree? What aspects of the DQP might help or hinder that discussion?*
- 9) *How would you use the DQP if you were adopting it as the basis for an "audit" of curricular expectations and student assignments in general education and in your academic programs? How useful would it be for looking at co-curricular learning?*

10) How might the DQP enhance program design at your institution? What assessment tools could be used to evaluate the various DQP competencies?

Using the DQP in the WASC Institutional Review Process

11) How might you use your engagement with the DQP in your next WASC review? What role could it play?

12) Would it be useful for a WASC team to engage in a dialogue with you around questions 1-10 above, especially in light of the Commission's increased attention to "the meaning, quality and rigor of degrees?"

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