

General Education and/or Program Development and Review

A sizeable majority of the institutions using the DQP for general education and/or program development and review agreed that the work helped to integrate the program and major with general education (86%), that they were better able to communicate the role of general education to students (82%), and that the DQP helped shift conversations from "my course" to "our courses" (87%). The more time invested and the more cross-campus involvement an institution undertook related to the DQP work, the more likely respondents were to strongly agree that using the DQP increased student awareness of desired learning outcomes and led to increased student satisfaction with general education courses. Further, the benefits of integrating general education with the program or major is applicable in the community college context as well, as reported by ACCJC (2013):

For community colleges, the DQP allows discipline faculty to engage in discussions around student learning outcomes in the degree, which don't come from discipline courses. These learning elements may be acquired from courses within the major itself or from within the general education component. As general education is a critical component of each associate degree, the DQP provides a framework within which the composite of discipline-specific and outside-of-discipline learning for the degree can be articulated, and then collaboratively refined with faculty across the college to ensure whole-program integrity within the degree. (p. 3)

Impact of Using DQP for General Education and/or Program Development and Review

Increased student awareness and articulation of 29% 50% 21% what they know and can do Led to more experiential and active learning for 19% 35% 46% students Brought a student perspective to curriculum 34% 47% 18% Helped break down institutional silos for better 30% 54% 16% cross-campus collaboration Students are more satisfied with general 50% 3% 47% education courses 0% 10% 20% 30% 40% 50% 60% 70% 80% 90%100% Strongly Disagree Disagree Strongly Agree Agree





Finally, community college respondents also indicated that DQP work opened conversations within the institution about general education, morphing into discussions about "the value of our degrees, how we prepare students for the next level, and the identity of our college – what makes us different from other community colleges." Institutions using the DQP in relation to general education consistently reported in their Institutional Activity Reports the potential to review general education and integrate student learning throughout the curriculum. For instance, institutions reported a more "revised general education that integrates the students' experience and achieves the learning objectives…" as well as "the creation of a holistic understanding among faculty of the purposes and intent of general education." The possibility of using DQP articulated outcomes to focus efforts to integrate general education and the major is illustrated by American Public University System, which is measuring "what students gain from general education and the major program (Kinzie, 2015, p. 7).

Northeastern University College of Professional Studies used the DQP to:

go in-depth into student learning and program quality. As a pilot, we undertook a collaborative project with two of the most popular degree programs in CPS: the Bachelor of Science in Leadership and the Master of Science in Leadership. The learning outcomes from the Degree Qualifications Profile were used to analyze the syllabi, book selection, assignments, and course-level learning outcomes to understand where the programs were and were not differentiated well. Program faculty were able to take that information back to use in their own curricular improvements to strengthen student learning and program quality at each level.

General Education and/or Program Development and Review Resources

Hutchings, P. (2014, January). *DQP case study: Point Loma Nazarene University, San Diego, California*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Westminster (Utah) incorporates DQP with existing college-wide learning goals: http://degreeprofile.org/example/westminster-utah-incorporates-dqp-with-existingcollege-wide-learning-goals/

 $\label{lem:constraint} University of Charleston - CIC/DQP \ consortium \ project: \ \ \ http://degreeprofile.org/example/university-of-charleston-cicdqp-consortium-project/$

Bailey, S. (2015). Oregon Institute of Technology and the DQP: http://degreeprofile.org/example/oregon-institute-of-technology-and-the-dqp/

Opp, S.B. (2014). The DQP in practice at California State University East Bay. http://degreeprofile.org/example/the-dqp-in-practice-at-california-state-university-eastbay-2/

Berry College's DQP Project: http://degreeprofile.org/example/berry-colleges-degreequalifications-profile-project/

¹ http://degreeprofile.org/example/using-the-dqp-to-structure-program-assessment-in-northeasternuniversity-college-of-professional-studies/

