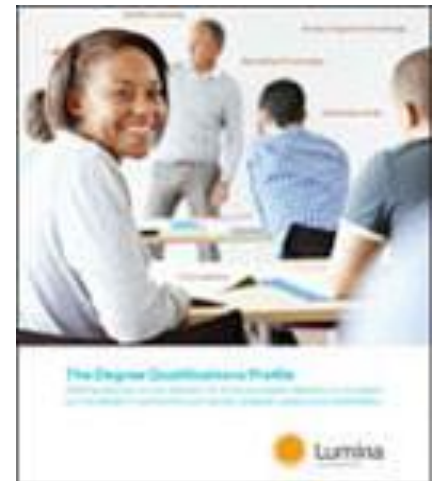


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Student Learning and the Degree Qualifications Profile



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**To increase the proportion of
Americans with high-quality
degrees and credentials to 60
percent by 2025.**

What is the Degree Qualifications Profile (DQP)?

A clear statement of what a student should know, understand, and be able to do, regardless of discipline, upon completion of a credential

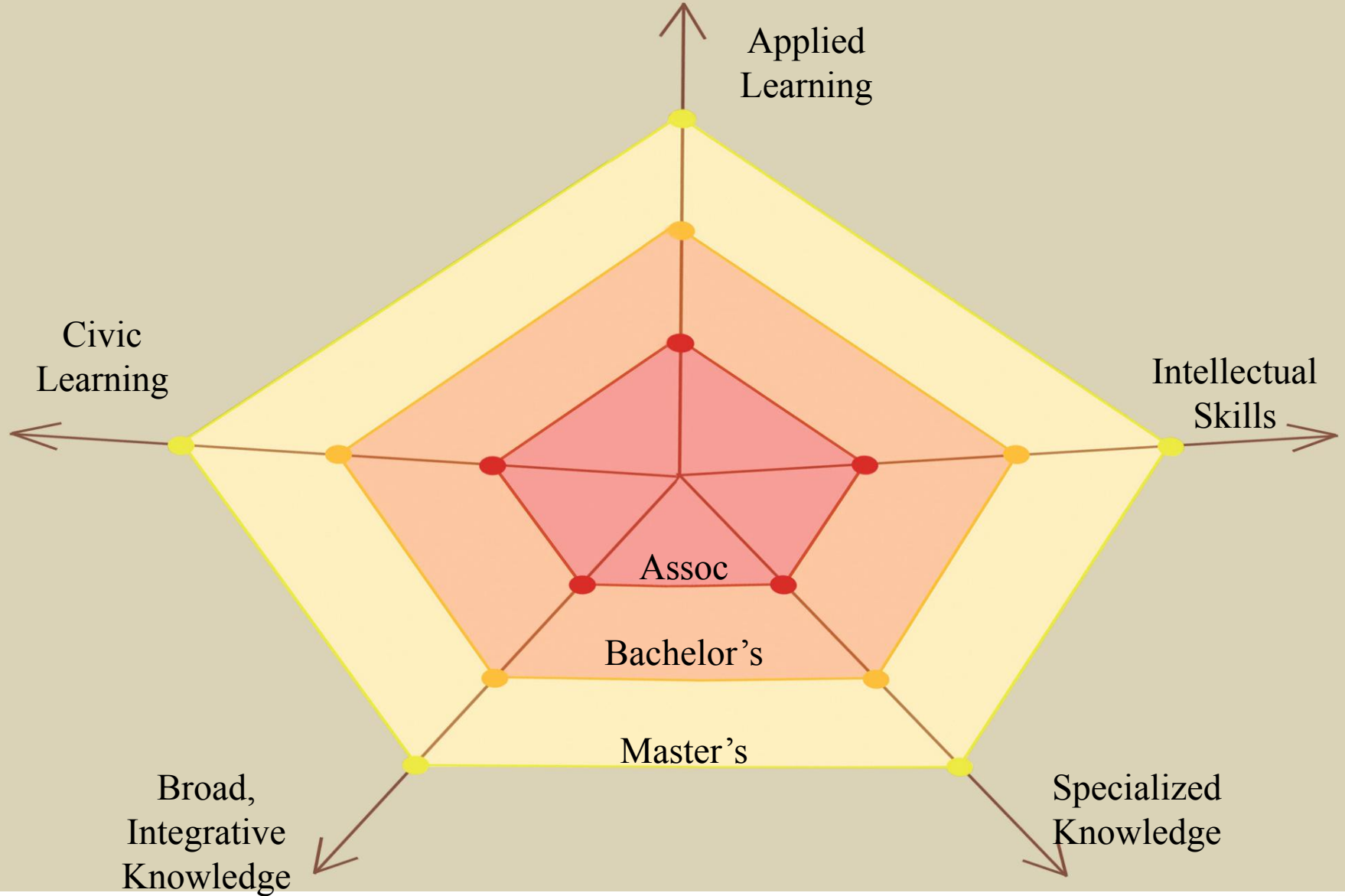
Why do we need a Degree Qualifications Profile (DQP)?

- Quality = learning (= completion)
- U.S. higher education needs a shared understanding of the learning that degrees represent – a common language
- Stakeholders are demanding transparency
- Provides architecture for addressing challenges faced by system

DQP contents

- Three degree levels: associate, bachelor's, and master's
- Five learning areas: Specialized Knowledge, Broad/Integrative Knowledge, Intellectual Skills, Applied Learning, and Civic Learning
- Framed as successively inclusive hierarchies of “action verbs” to describe outcomes at each degree level
- Intended as a “beta” version, for testing, experimentation, and further development beginning this year

Degree Qualifications Profile “Spider web”



An Example:

Intellectual Skills – Communication Fluency

Associate Level: The student presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences

Bachelor's Level: The student constructs sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specialized audiences

Master's Level: The student creates sustained, coherent arguments or explanations and reflections on his or her work or that of collaborators (if applicable) in two or more media or languages, to both general and specialized audiences

Current testing of the DQP

- Eight grant-funded projects to examine:
 - Content of DQP
 - Utility of DQP for quality improvement/assurance
 - Role of DQP in improving transfer/articulation
- Dozens of unfunded projects:
 - Curriculum redesign
 - Template for student learning outcome creation
 - Assessment design

DQP things to do in 2013 and beyond

- Expand testing and messages; gather feedback
- Assessment design and testing
- Begin revision process
- Tie work more tightly with Tuning
- Begin work on “CQP”
- Consider technology implications
- Engage in competency-based education work

Conclusions

- Making the implicit explicit helps:
 - Students/learners
 - Stakeholders:
 - Faculty
 - Funders/policymakers
 - Employers
- Much work to be done; we have only begun with the conversations and the feedback loop
- If the sector engages with the DQP, it is an enabling mechanism for a larger conversation about the nature of learning and quality in higher education, unlocking many issues in improvir~ success in higher education

Want copies?

Have feedback or questions?

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