


Integrating a DQP within a Geo-program

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What is a DQP?

- Trends in higher education point toward creating clear, high quality academic pathways.
- The Degree Qualifications Profile (DQP) was created by the Lumina Foundation for Education in partnership with several colleges and universities.
- Goal of the DQP is to provide **faculty** a framework for creating structured, intentional pathways for students seeking an associate, bachelor's, or master's degree



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DQP

DEGREE QUALIFICATIONS PROFILE

A learning-centered framework for what college graduates should know and be able to do to earn the associate, bachelor's or master's degree

<http://degreeprofile.org>



understand what a degree means
beyond just time in the classroom

<https://www.youtube.com/watch?v=aLXFwiHGAKs>

Guiding Principles of the DQP

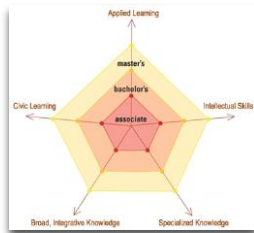
- Coherent, *intentional pathways* for learning with a focus on what students should *know* and *do*.
- Sequenced, integrated *learning experiences* focused on the *transfer* of knowledge and skills
- *Transparency* and *portability* of learning
- *Quality assurance* of educational degrees and programs; Inclusion and equity
- *Collaboration* within and between institutions

Purpose of the DQP

- Provides structured reference points that allows faculty to articulate and better align institutional and departmental learning outcomes and assessment practices.
- Offers academic and career advisors a framework to better explain the structure and cohesion between general education, departmental, and college-wide learning outcomes.
- Gives 2-year institutions and community college students a structured and transfer path the aligns associate, bachelor's, and graduate-level credentials.
- Offers ways to strengthen articulation agreements between institutions of higher learning based on the "core indicators."

DQP Core Indicators

- Each core indicator aims to provide performance indicators as students successfully progress from the associate level towards their bachelor's or master's credentials.
- Each school completes an audit of their program to see how it aligns with the core indicators.



Implementation of the DQP

- The Geosciences Department at SLCC chose to focus on the Geography and Geospatial Technology programs because of their advanced application of high impact practices (e.g. ePortfolios, capstone, learning communities, and undergraduate research).
- The department used the DQP core indicators as a way to align with the *Geography for Life* standards and *Geospatial Technology Competency Model* (GTCM). Information from the *Road Map Project* was also used.

Implementation of the DQP

Step 1: Audit articulation agreements with other Geography programs in the State of Utah and remove all that did not directly articulate.

Step 2: Implement the departments Geospatial Technology Certificate of Proficiency as a stackable credential within the Geography AS degree.

Step 3: Create a standardized curriculum map for each of the courses within the restructured Geography AS in relation to the DQP core indicators and AAC&U Value Rubrics.

Step 4: Determine strengths and weaknesses of the restructured Geography AS and modify accordingly.

DQP Indicators for Broad and Integrative Knowledge

At the **associate's level**, students pursuing a degree in Geography will:

- Describe how existing knowledge or practice is advanced, tested, and revised through the scientific method and geographic inquiry.
- Describe and examines a range of perspectives on key issues related to physical and cultural geography.
- Apply mapping technology to analyze core concepts related to geography.

At the **bachelor's level**, students pursuing a degree in Geography will:

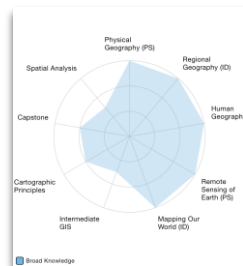
- Describes and evaluate the ways in which Geography is related to another field of study and how the two interrelate in science, society, economic life, and technology.
- Produce an investigative work drawing on specific theories, tools, and methods from the field of Geography and another field of study.
- Define a problem important to the field of Geography, justify the significance of the problem in a wider societal context, and explains how methods from Geography and another field of study can be used to address or solve the problem.

At the **master's level**, students pursuing a degree in Geography will:

- Articulate how Geography has developed in relation to other major domains of inquiry and practice.
- Designs and execute an applied, investigative work that draws on the perspectives and methods of Geography and another field of study, and assesses the resulting advantages and challenges of including these perspectives and methods.
- Articulate and defend the significance and implications of the work in Geography in terms of challenges and trends in a physical, environmental, or cultural context.

Broad Knowledge

- A major portion of the Geography AS degree is general education.
- All general education geography courses align with "broad knowledge" as outlined by the DQP.



DQP Indicators for Specialized Learning

At the **associate's level**, students pursuing a degree in Geography will:

- Describe the scope of the field of Geography, its core theories and practices, using field-related terminology, and offers a similar description of at least one related field.
- Apply tools, technology, and methods common to the field of Geography to selected questions or problems.
- Generate substantial error-free products, reconstructions, data, juried exhibits, or other forms of academic presentation in the field of Geography.

At the **bachelor's level**, students pursuing a degree in Geography will:

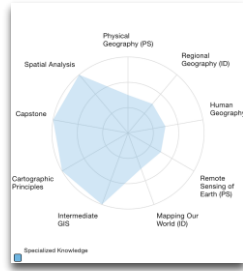
- Define and explain the structure and practices of Geography using relevant tools, technologies, methods, and specialized terms.
- Investigate a familiar but complex problem in the field of Geography by assembling, arranging, and reformulating ideas, concepts, designs, and technologies.
- Frame, clarify, and evaluate a complex challenge that bridges Geography and one other field, using theories, tools, methods, and scholarship from those fields to produce independently or collaboratively an investigative work illuminating that challenge.

At the **master's level**, students pursuing a degree in Geography will:

- Apply the major theories, research methods, and approaches to inquiry and schools of practice within Geography and illustrates application to allied fields of study.
- Assess the contributions of major figures and organizations in Geography, describes its major methodologies and practices, and illustrates them through projects, papers, or other forms of academic presentation.

Specialized Knowledge

- All of the majors-level courses within the Geography AS degree align with “specialized knowledge” as outlined by the DQP.



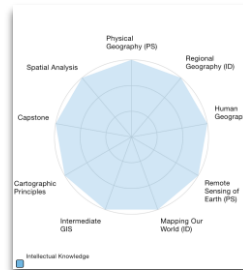
DQP Indicators for Intellectual Skills

At the **associate's level**, students pursuing a degree in Geography will:

- Identify a problem or question in selected area of Geography and distinguish among elements of ideas, concepts, theories, or practice approaches to the problem or question.
- Identify, categorize, evaluate and cite multiple information resources so as to create projects, papers, or presentations in Geography.
- Describe how knowledge from different cultural perspectives might affect the interpretation of prominent problems in politics, society, global relations, or science.
- Describe, explain, and evaluate the sources of his/her own perspective on selected issues in culture, society, politics, global relations, or science and compares that perspective with other viewpoints.
- Describes the ethical issues present in prominent problems in politics, economics, culture, ethnicity, environmental, or geospatial technology and shows how ethical principles or framework help to inform decision making with respect to such problems.
- Present accurate interpretations of quantitative information on political, economic, cultural, ethnic, environmental, or technological topics and explains how both calculations and symbolic operations are used in those offerings.
- Create and explain graphs, charts, maps, or other visual depictions of trends, relationships, or changes in status.
- Develop and present cogent, coherent, and substantially error-free writing for communication to general and specialized audiences.
- Demonstrate effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences.
- Negotiate with peers an action plan for a practical task and communicates the results of the negotiation either orally or in writing.

Intellectual Skills

- SLCC requires every program to assess their general education and program-level courses using modified versions of the AAC&U Value Rubrics.
- Our assessment aligns with the intellectual skills goals outlined by the DQP. They include: *academic knowledge; effective communication; quantitative literacy; critical thinking; computer and information literacy; and civic engagement.*



DQP Indicators for Applied Learning

At the **associate's level**, students pursuing a degree in Geography will:

- Communicate at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge and evaluates the learning gained from the application.
- Analyze at least one significant concept or method in Geography outside the classroom setting.
- Locate, gather, and organize evidence regarding a question in a field-based venue beyond formal academic study and offers alternative approaches to answering it.
- Demonstrate the exercise of any practical skill crucial to the application of expertise.

At the **bachelor's level**, students pursuing a degree in Geography will:

- Prepare and present a project, paper, exhibit, performance, or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field.
- Negotiate a strategy for group research, documents the strategy so that others may understand it, implements the strategy, and communicates the results.
- Complete a substantial project that evaluates a significant question in the student's field of study, including an analytic narrative of the effects of learning outside the classroom on research or practical skills employed in executing the project.

At the **master's level**, students pursuing a degree in Geography will:

- Create a project, paper, presentation or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community, or research activities with knowledge and skills gleaned from at least two fields of study in different segments of the curriculum. Articulate the ways in which the two sources of knowledge influence the result.
- Design an implement a project in an out-of-class setting that requires the application of advanced knowledge gained in Geography to a practical challenge, articulates in writing or another medium the insights gained from this experience, and assesses (with appropriate citations) approaches, scholarly debates, or standards for professional performance applicable to the challenge.

Applied Knowledge

- Applied knowledge within the Geography program indicates the use of geospatial technology in some manner.
- All general education Geography courses using either Google Earth or ArcGIS Online.
- All geospatial technology courses use ArcGIS Desktop.



Civic and Global Learning

At the **associate's level**, students pursuing a degree in Geography will:

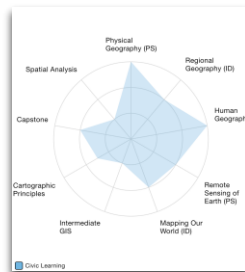
- Describe his/her own civic and cultural background, including its origins and development, assumptions, and predispositions.
- Describe diverse positions, historical and contemporary, on selected democratic values or practices, and present his or her own position on a specific problem where one or more of these values or practices are involved.
- Provide evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience.
- Identify an economic, environmental, or public health challenge spanning countries, continents or cultures, present evidence for the challenge, and take a position on it.
- Develop a formal proposal, real or hypothetical, to a non-governmental organization addressing a global challenge in Geography that the student believes has not been adequately addressed.

At the **bachelor's level**, students pursuing a degree in Geography will:

- Explain diverse positions, including those representing different cultural, economic, and geographic interests, on a contested public issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.
- Develop and justify a position on a public issue and relate this position to alternative views held by the public or within the policy environment.
- Collaborate with others in developing and implementing an approach to a civic issue, evaluate the strengths and weaknesses of the process, and where applicable, describe the results.
- Identify a significant issue affecting countries, continents, or cultures, present quantitative evidence of that challenge through tables, graphs, or maps, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.

Civic and Global Learning

- All Geography-related courses focus on global learning in some manner as outlined by the DQP.
- Few of the geospatial technology courses focus on civic or global learning as outlined by the DQP.
- Curriculum mapping helped the department determine the need for more service learning designated courses.



Geography AS

- The following spider is the restructured Geography AS degree based on the DQP core indicators.
- For a 2-year program, it shows overall strength with broad, specialized, intellectual, and applied knowledge and skill sets.
- Weakness is still in Civic and Global Learning.



Next Steps...

- Partner with other Geography programs within the Utah System of Higher Ed to create bridged pathways between the community college and 4-year institutions.
- Create a series of ePortfolio signature assignments for each core indicator for students to *demonstrate* their knowledge and skill sets.
- Continue looking at ways to improve civic and global learning while reanalyzing the intellectual skills.
- Continue local, state-wide, and national conversations about the DQP with other geo-related programs.

Questions?

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