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

http://degreeprofile.org

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.

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.
Specialized Knowledge

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

Intellectual Skills

- SLCC requires every program to assess their general education and program-level courses using modified versions of the AAC&U Value Rubrics. They include: academic knowledge; effective communication; quantitative literacy; critical thinking; computer and information literacy; and civic engagement.

- Our assessment aligns with the intellectual skills goals outlined by the DQP.
**Applied Knowledge**

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

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**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.

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**Geography AS**

- The following spider is the restructured Geography AS degree based on the DQP core indicators.
- For a 2-year program, is 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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