The DQP and Bologna Process: Paradigms for Baccalaureate Ascension and Completion

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Bologna Process

Named after the *Bologna Declaration* signed in Bologna, Italy, in 1999 by higher education ministers from 29 European countries.

Create a European Higher Education Area (EHEA), based on international cooperation and academic exchange, to strengthen the competitiveness and attractiveness of European higher education.

Make academic degree standards and quality assurance standards more comparable and compatible throughout Europe.
Outcomes

The EHEA will:

- Facilitate mobility of students, graduates and higher education staff;
- Prepare students for future careers and for life as active citizens in democratic societies;
- Support students’ personal development; and
- Offer broad access to high-quality higher education based on democratic principles and academic freedom.
Intentions

Easily readable and comparable degrees (A, B, M) organized in a three-cycle structure

Jointly agreed upon principles

Each country sets its qualifications framework, compatible with EHEA qualifications framework, that define learning outcomes for each degree

Voluntary participation

Nearly 50 countries (> 4000 institutions)

Convergence/harmonization; not standardization
Dublin Descriptors describe what a graduate of the three degree levels should know and be able to do in five core competences/key qualifications:

1. Knowledge and Understanding;
2. Applying Knowledge and Understanding;
3. Making Judgments;
4. Communication; and
5. Learning Skills.
Tuning

Faculty-driven process to articulate a student’s knowledge and ability in a given discipline at the point of a degree (associate, bachelor, master);
Create a framework of clear learning expectations;
Facilitate transfer/articulation among institutions;
Open debate on the nature and importance of subject-specific and general competences; and
Increase transparency of higher education outcomes.
Tuning does *not* seek to:

- Develop unified, prescriptive, or definitive curricula;
- Create rigid subject specifications designed to restrict or direct the content, delivery, or nature of higher education;
- End the rich diversity of higher education; or
- Restrict or damage academic autonomy.
Degree Qualifications Profile (DQP)

A framework encompassing five meta learning outcomes that illustrates what students should be expected to know and be able to do after earning a degree regardless of specialization.

1. Applied Learning;
2. Intellectual Skills;
3. Specialized Knowledge;
4. Broad Knowledge; and
5. Civic Learning.
DQP Spider Web
Provide a descriptive curricular framework for institutional degree learning outcomes across Oregon’s seventeen community colleges and seven public universities.

Develop an archetype for:

1. Institutional engagement to foster clarity on learning expectations for courses, programs, and degrees
2. Horizontal alignment of learning expectations for comparable degrees among peer institutions
3. Vertical alignment of learning expectations between associate and bachelor degrees to minimize barriers and enhance student progression
Oregon DQP Objectives

Horizontal Alignment

Oregon DQP Objectives

Baccalaureate Degree

Horizontal Alignment

Baccalaureate Degree

Vertical Integration

Vertical Integration

Associate Degree

Horizontal Alignment

Horizontal Alignment

College A

College B

University X

University Y

Associate Degree
Spider Web Mapping

(https://OregonDQP.org)
Preliminary Findings

Institutional engagement must come first

Mapping is a powerful visual representation of student learning that inspires intra- and inter-institutional reflection on the identification and alignment of course, program, & degree outcomes

DQP fosters the development of common understand among faculty on expectations for student performance

DQP enhances articulation/transfer agreements

The assignment of meaningful weights in mapping learning outcomes is difficult

DQP holds promise for assessment of achievement
Questions and Comments

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