



## Alignment with External Expectations

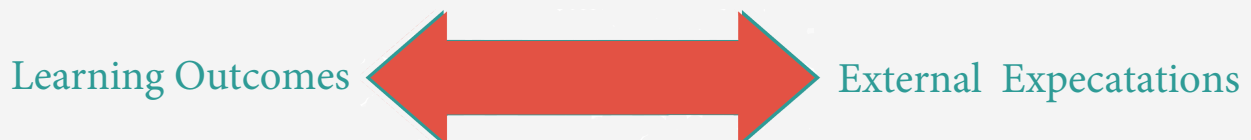
Colleges and universities that used the DQP to align learning outcomes with external expectations such as those of employers or other related learning frameworks reported that the DQP focused conversations with outside stakeholders such as employers (92%), led to curriculum revisions (76%), better prepared them to develop alternative models of education such as competency-based education (71%), increased student awareness and articulation of what they know and can do (68%), helped the campus communicate intended learning outcomes to employers and the public (68%), and led to or prompted policy changes (50%). In this regard, North Dakota State College of Science said<sup>1</sup>:

The college's participation in this project has been a valuable experience that will strengthen student learning and the curriculum that is offered. Faculty and administration had the opportunity to interact with the major employers of our students and have candid conversations regarding their expectations for entry level employees.

Further, the Academy of Art University<sup>2</sup> claimed that their work with the DQP helped them to

talk about the range and depth of skills (not just aesthetic and technical, but also analytical and interdisciplinary) necessary to become a professional artist or designer. The concrete examples of student achievement, tied to a shared set of degree-level outcomes that is translatable to both industry expectations and other institutions of higher learning, can encourage robust and useful discussions with prospective and current students, parents, employers and accreditors.

However, efforts to align institutional learning goals with external expectations did not always prompt internal conversations with faculty or the revision of assignments, with 60% of respondents indicating they did not agree that the DQP helped better align assignments and assessment to employer performance-based needs.

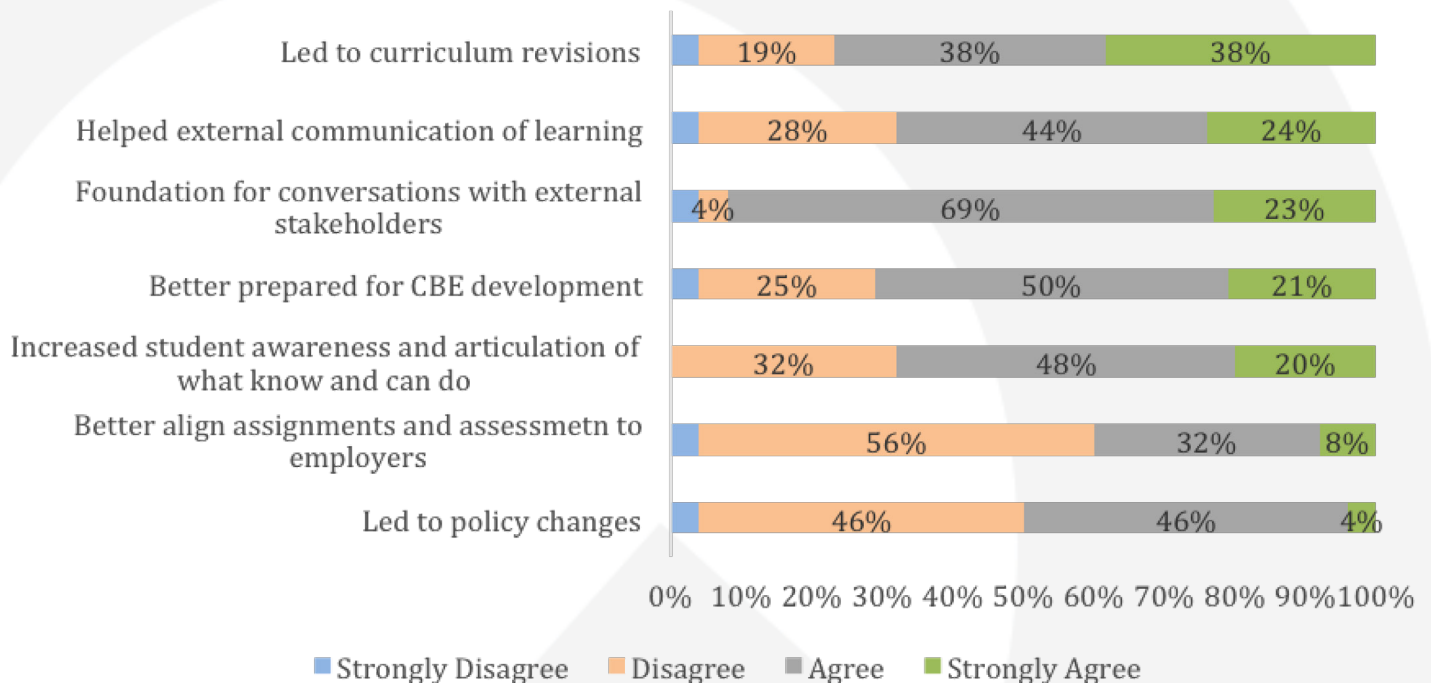


<sup>1</sup> <http://degreeprofile.org/example/the-dqp-in-practice-at-north-dakota-state-college-of-science/>

<sup>2</sup> <http://degreeprofile.org/example/translating-the-dqp-at-an-art-and-design-school/>



## Impact of Using DQP for Alignment with External Expectations



### Alignment with External Expectations Resources

Helm, J. (2014). Implementing the DQP framework at the American Public University System. <http://degreeprofile.org/example/implementing-the-degree-qualifications-profileframework-at-the-american-public-university-system/>

Jankowski, N. A., & Marshall, D. W. (2014, October). *Roadmap to enhance student learning: Implementing the DQP and Tuning*. Urbana, IL: National Institute for Learning Outcomes Assessment (NILOA) and Institute for Evidence-Based Change (IEBC).

Wilson, R. (2015). *A Resource Guide to Engaging Employers*. Retrieved from Jobs for the Future: <http://www.jff.org/sites/default/files/publications/materials/A-Resource-Guide-to-Employer-Engagement-011315.pdf>

Community College-Industry Partnerships: [http://www.aacc.nche.edu/AboutCC/Pages/college-industry\\_partnership.aspx](http://www.aacc.nche.edu/AboutCC/Pages/college-industry_partnership.aspx) [examples of partnerships between community colleges and industries]

Employability Skills Framework: <http://cte.ed.gov/employabilityskills/>

Employability Skills Framework source matrix: [http://cte.ed.gov/employabilityskills/index.php/framework/source\\_matrix](http://cte.ed.gov/employabilityskills/index.php/framework/source_matrix)