

DQP 3.0: What's changed since 2014?

This document serves as a broad overview of 2021 revisions to the Degree Qualifications Profile (DQP), an effort to define in explicit terms what degrees should mean, irrespective of discipline¹. In this revision we particularly worked to strengthen the wording of competencies from its previous iteration and reflect current conversations happening regarding postsecondary education writ large.

Over the years, NILOA has heard from various communities what the DQP IS and IS NOT. As you review DQP 3.0, we invite you to keep these *assumptions behind the Profile* in mind:

- The Profile should “describe concretely what is meant by each of the degrees addressed.”
- The Profile should “illustrate how students should be expected to perform at progressively more challenging levels.”
- The outcomes expressed in the Profile should be summative—and should be approachable by multiple paths
- The outcomes should be illustrative, as no profile can be comprehensive

Revisions, both minor and significant changes², are discussed below:

- **Categories:** Updates to the 5 broad, interrelated categories, as well as the corresponding competencies, reflects current postsecondary education conversations regarding industry and equity. More specifically, the category of "Specialized Knowledge" is now "Specialized/Industry Knowledge" and the category of "Civic and Global Learning" is now "Civic/Democratic and Global Learning".
- **Presentation:** We heard from previous groups, namely those at the associate level, that separating out the documents by degree levels allow for faculty and staff to better map and see relationships while utilizing the DQP.
- **Grammar and Punctuation:** Minor changes were made to fix previous issues.

This revision process really worked to strengthen both the categories and competency wording, thus we did not push on past research agendas. Those previous ideas for future research as well as ideas gathered through the public comment process include:

- Extend the framework to include competencies for doctoral degrees (see *Council for Graduate Schools* report on [Articulating Learning Outcomes in Doctoral Education](#))
- Engage students in discussions on relevance and congruence of competencies to their desired pursuits of postsecondary education
- Addition of digital literacy, digital creation/production, digital ethics skills (digital fluency) to competency wording
- Continue providing examples of assessment evidence in relation to the DQP

¹For a primer on its birth and growth, and to see what led up to the public comment portion of the DQP revisions, see [here](#).

²Documents used to highlight revisions at each level from 2014 DQP documents are located here: [associate](#), [bachelor](#), and [master](#)