

***Read through these questions and choose the two areas that you would most like to talk about.***

- 1. Looking at the Associate level DQP outcomes, do they represent what we expect of graduates at the associate level and of students starting their junior year at the universities? Should these be the same or are the expectations different?**
- 2. Can students don't have majors if they are transferring. Students tend to change their majors at some point. How does general education connect with or support a student's major? Is this reflected in the DQP or our learning outcomes in any way? If not, should it be? In practice, how do we help students make the connection between general education and their chosen majors, or yet-to-be chosen majors?**
- 3. Who on your campus has the scope or concern to think about your degrees as a whole and the outcomes of an undergraduate education across all fields? Who do you wish were more concerned or involved in this holistic thinking? How can you involve the people you wish were involved?**
- 4. Where on your campus are the richest teaching and learning conversations happening? Where do you wish they were happening and how might you encourage them?**
- 5. How do we connect the conversation of assessment with conversations about the alignment of learning outcomes? We know alignment must include more than just what we say students should be able to do. It has to include how we know whether or not they are able to do what is included in the learning outcomes. Who needs to be in these conversations and what are some of your ideas for bringing those people together?**