

# The Dilemma of Defining Academic Quality

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Quality is a culturally determined value, varying across the parts of a degree profile. Ergo, multiple measures must be assembled.

Defining quality requires  
clearly articulated  
outcomes at all levels, up  
to the degree outcomes.

Defining quality requires  
dialogue with faculty  
about how their curricula  
contribute to the general  
degree outcomes.

# Utah Regents' Policy R 470

The Essential Learning Outcomes are:

2.4.1.1. Acquire Intellectual and Practical Skills:

**2.4.1.2. Gain Knowledge of Human Cultures and the Physical and Natural Worlds:**

2.4.1.3. Develop Personal and Social Responsibility:

**2.4.1.4. Demonstrate Integrative Learning**

General outcomes must be defined so multiple kinds of assessment can be used to demonstrate success, depending on the assessment culture of the assessors.

Questions for each major:

1. Which degree outcomes does your major complete?
2. Which degree outcomes do your graduates not get in their major?

How does the major assess  
success?

(What is the discipline's  
customary proof of success?)



Ask the same questions of  
the people who teach  
general education. Their  
assessments will show  
disciplinary cultures at work.

These various  
assessments can come  
together to demonstrate  
quality outcomes – but  
only if your structure  
permits it.