

**February 13, 2013, Video Conference Advance Questions  
Eastern Oregon University**

For each of the following please provide information you would like to share with colleagues at other Oregon DQP institutions. We ask that by February 6, 2013, you email your responses as an attachment to [DanskineM@lanecc.edu](mailto:DanskineM@lanecc.edu). Shortly thereafter all responses will be available for public viewing on the DQP website (<https://oregondqp.lanecc.edu/>) in the "Conferences" section of the "About the DQP Project" page.

1. Although the DQP work is still in its early stages, describe progress you may have made in clarifying, refining, or implementing your Work Plan?

The Director of the Writing Center has stayed on the work plan timeline with some slight adjustments due to scheduling conflicts. Dr. Donna Evan has documented two meetings with History faculty, two meetings with Mathematics faculty, and one meeting (of two, the second to be completed next week) with the Communications faculty. The meetings followed the criteria mapping process outlined in EOU's Work Plan and brought faculty dialog about valued criteria from brainstorming to individual work to program synthesis. The faculty conversations have positioned each program to articulate and adopt shared criteria about upper division writing in the discipline. Expectations are that by mid-March 2013, each program will deliver an assessment tool or rubric for the assessment of UWR courses in the discipline which will be housed on the Writing Center website but owned by the programs.

Between now and mid-March, program faculty will be given additional information gathered from a student focus group scheduled for late February. The students in the focus group are completing capstones in History, Mathematics, and Communications. Expectations are that the student perspective will assist programs in refining the criteria selected for the assessment tool.

In early April, faculty in the pilot programs will be invited to participate in an assignment workshop correlated to their respective program UWR rubrics.

Each program has been invited to participate in a conversation about developing an appropriate template for displaying currently scattered information about degree program expectations and requirements in an at-a-glance profile. These conversations would commence in Spring 2013.

2. How has the work to date with the DQP informed your thinking on the identification and alignment of learning outcomes and assessment of student achievement of those outcomes?

EOU's degree programs began engaging in articulation of student learning outcomes and curriculum mapping to those outcomes since 2005. Data collection has been ongoing in a systematic way since 2007 through AAC&U's Compass Initiative project. Horizontal and vertical alignment of learning outcomes assessment can only occur in a meaningful way once institutions have done the necessary institutional work to advance such a conversation. Oregon Universities are well positioned for horizontal work due to their involvement in the Compass Initiative and adoption of the LEAP essential learning outcomes.

As a first step towards inter-institutional conversations, the primary utility of the DQP is as a framework and visual organizer of institutional and program information that exists at each

institution, but may not be collected in one place. Profiling institutional degrees in an organized way would certainly advance inter-institutional conversations about appropriate benchmark language for learning outcomes and degree requirements across the state.

3. What focus/activities for the May conference would be most helpful in working through your Work Plan?

My understanding is that the May conference has been deferred to Fall 2013. A spotlight on institutional or degree program profiles as well as pedagogically-oriented workshops on course and assignment designs that optimize the development of critical knowledge skills would be most helpful to faculty.