

OREGON DQP: What's Next for year 2?

Project Purpose

Primary Purpose: Apply the DQP concept to create a flexible non-prescriptive curricular framework of essential meta learning outcomes that characterizes and (where possible) aligns overarching degree-level learning outcomes within and among Oregon's two-year and four-year institutions.

Secondary Purpose: Document and disseminate intra-institutional and inter-institutional discussions, activities, and plans related to the beta test of the DQP framework.

Institutional Engagement: Using the DQP framework, institutions will create profiles of their current meta learning outcomes for their respective overarching degrees (AA, BS, etc.) and craft spider web diagrams that graphically represent discipline-specific degree outcomes (e.g., BA in History) or general education outcomes in relation to the meta outcomes of the degree qualifications profile.

Horizontal Alignment: Using the DQP as a guiding framework, community colleges and OUS institutions will work collaboratively to compare and (where possible) align common associate degrees (AA, AS, etc.) and common baccalaureate degrees (BA, BS, BAS, etc.) across institutions.

Vertical Integration: Using DQP meta outcomes as a guide, community colleges and OUS institutions will articulate relationships between, and (where possible) improve the alignment of, expectations for associate degrees and expectations for baccalaureate degrees to enhance student transition, progress, and completion as students move between degrees.

Project Objectives

Objective 1 - [Institutional Engagement](#): By end of year one, seven community colleges and three universities will be actively engaged in the Oregon DQP Project (results: exceeded these numbers; 6 OUS schools and 11 cc's). By the end of year three, all seventeen community colleges and seven universities are engaged in the process and advancing the work as described above. Successful Outcome included in grant proposal: Each of the 17 community colleges and 7 universities in Oregon will have a majority of their degrees mapped to the Oregon DQP in the form of spider web diagrams derived from program course learning outcomes. These will be published in a manner that is visual, searchable, and open, with the ability for educators nationwide to use and build upon.

Goal for Year Two: Many institutions have begun their institutional engagement work, but have not completed it. Institutions are encouraged to continue this work over the next year and to revise their work plans to include a timeline and description of activities that will take place during Academic Year 2013-14. Institutions that haven't participated yet are encouraged to develop work plans for institutional engagement for next year. Work plans addressing Institutional Engagement activities will be due October 15. You will be revising the plan that already exist on the DQP website.

Objective 2 - [Horizontal Alignment](#): By end of year two, one-third of Oregon's universities and community colleges will use the DQP as a guide to review and calibrate "horizontal" alignment of comparable degree-offerings within different disciplines across institutions within same degree-level (results: have not progressed on this objective). Successful Outcome included in grant proposal: Community colleges in Oregon will create a descriptive profile for associate's degrees. Universities in Oregon will descriptively create a profile for the baccalaureate degree.

Goal for Year 2: Over the summer, Ron will be working with OUS schools and Carol will be working with community colleges to identify one or more degrees for horizontal alignment work. We want to identify degrees that will benefit from this discussion. By spring, 2014, we will have preliminary results addressing a descriptive profile for both levels of degrees. We anticipate that the horizontal alignment work will be a collective effort of several OUS schools talking about bachelor degrees and CC's talking about associate degrees. Because of this collective effort, you will likely develop one work plan for all the institutions involved. Once the specific degrees have been selected and participating institutions have been identified, those institutions will include horizontal alignment in their work plans. Completion of the horizontal alignment section of work plans will be due November 15.

Objective 3 - [Vertical Integration](#): By beginning of year two, at least one university and three community colleges will begin a review of learning outcomes from the associate to baccalaureate levels to articulate the necessary "ratcheting up", to differentiate "vertically" what a student should know and be able to do at each degree level (results: articulated in several work plans, but work isn't very far along). Successful Outcome included in grant proposal: Community colleges and Universities will partner to describe the "ratcheting" up of student learning from the associate's level to the baccalaureate level. Oregon will have improved statewide alignment of learning outcomes and clearer definition between postsecondary institutions regarding achievement levels.

Goal for Year 2: We are looking for some pilot projects (3 to 5 alliances of OUS institutions and CC's) to explore how several different degrees "ratchet up" the learning outcomes from the associate level to the bachelor level. Over the summer, we will be working with institutions to make connections to form these synergistic alliances. These groups will develop collaborative work plans for examining vertical integration. Carol and Ron will be providing technical help to these groups. Vertical Integration planning will be added to the work plans of those institutions who are participating. This information will be due November 15.

Objective 4 - [Artifacts](#): By end of the grant period, an [Oregon DQP repository website](#) will be developed to create the record of Oregon's three-year experiences and accomplishments in using the DQP framework (results: great framework for this thanks to Matt and others; just have to keep it up). Successful Outcome included the grant proposal: Project documentation will include faculty reflection on how the work with the DQP has impacted their teaching and assessment practices. Instructional engagement from a student perspective will also be documented. Oregon DQP will incorporate learning outcomes that explicitly address skills

necessary for employment, and some Oregon employers will have a greater knowledge of the DQP's purpose. A web repository will be created that is searchable where faculty nationwide can continue the work.

Goal for Year 2 and 3: We will continue to rely on the documentation of your experiences and your reflections about the DQP. This will be helpful to people across the country who are observing this project and this will allow Oregon colleagues to learn from your work. We will use the same types of questions as we did during year 1, so you can expect a similar progress report template. It will be due March 1, 2014, so that we can submit our collective Year 2 Progress Report to Lumina in April. We may periodically ask you to respond to reflective questions and we will post these answers on the website.

Discussion Questions:

1. *What plans do you need to put in place to move your institutional engagement work to forward during the next academic year?*
2. *How do we work collectively to make progress on horizontal and vertical work, while still aligning with the work your institutions most need to accomplish?*
3. *What degrees are good candidates for cross-institutional conversations about horizontal alignment of student learning outcomes? Where would this alignment most benefit students?*
4. *What degrees are good candidates for cross-institutional conversations about vertical integration and ratcheting up student learning from the associate degree to a bachelor degree? How could this conversation benefit students?*

Summary

Institutional Engagement work will continue in year two. Please update your work plan with details about activities and timelines for your institution by October 15.

Community Colleges will be discussing plans for horizontal alignment work with Carol during the summer. OUS institutions will be discussing plan for horizontal alignment work with Ro during the summer. If your institution is involved in horizontal alignment work, your work plan will include the activities and timeline for this work. This updated information is due on your work plan by Nov. 15.

We will be developing pilot projects to work on vertical integration. Each group will include community colleges and OUS institutions. If your institution is involved in one of these groups, your work plan will include the activities and timeline for vertical integration work. This is also due by Nov. 15.

Questions? As always, feel free to contact us: bakerr@lanecc.edu and schaafsmac@lanecc.edu