Keeping quality visible in Oregon's higher education through the Degree Qualifications Profile

Presentation at the AACU Conference
January 25, 2013

Atlanta, Georgia

Degree Qualifications Profile in Oregon

Presenters

Steve Adkison
Provost
Eastern Oregon University

Sonya Christian
President
Bakersfield College

Mar Williams
Dean, Career Technical Education
Umpqua Communit College

Gary Brown, Senio Scholar,
Associatio o American Colleges and Universities (AAC&U)
Academic Director,
Associatio for Authentic, Experientia Evidence-Based Learning, (AAEEBL)
Associate Vic Provost,
Portland State University

Degree Qualifications Profile in Oregon

Section I:
Early Inklings
Or
Why We Need a DQP

Gary Brown, Senior Scholar,
Association of American Colleges and Universities (AAC&U)
Academic Director,
Association for Authentic, Experiential & Evidence-Based Learning, (AAEEBL)
Associate Vice Provost,
Portland State University


accountability
http://www.learningoutcomesassessment.org/occasionalpaperone.htm
assessment for improvement

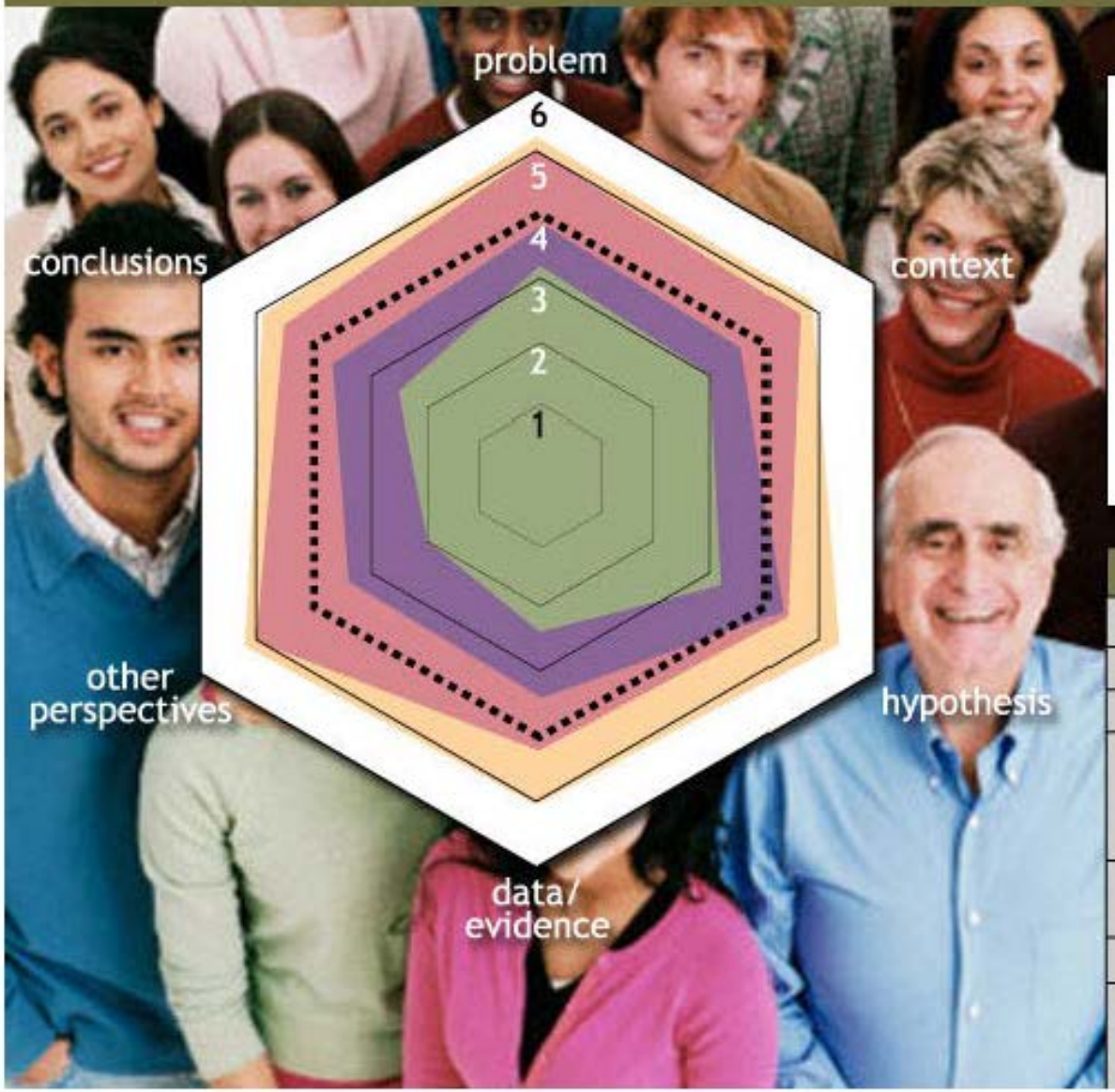
Assessment As Lens

Assessment As Mirror

Useful!

instructor/programmatic
curiosity for improvement

Multiple reviewers can give feedback.



	Dimension 2: Context
professional	Does not recognize context and surface as ethical implications, or does so superficiall
peer	Presents and explores relevant contexts ar issue, though in a limited way.
peer	Identifies influence of context and questior ethical dimensions that underlie the issue.
instructor	Analysis includes some outside verificatior established authorities Provides some recognition of context and assumptions and their implications.
professional	Presents and explores relevant contexts ar issue, though in a limited way.
peer	Analyzes the issue with a clear sense of sc assessment of the audience of the analysis
peer	Presents and explores relevant contexts ar the issue, though in a limited way. Analysis acknowledges complexity and bia although may elect to hold to bias in conte

Three Assessment Goals

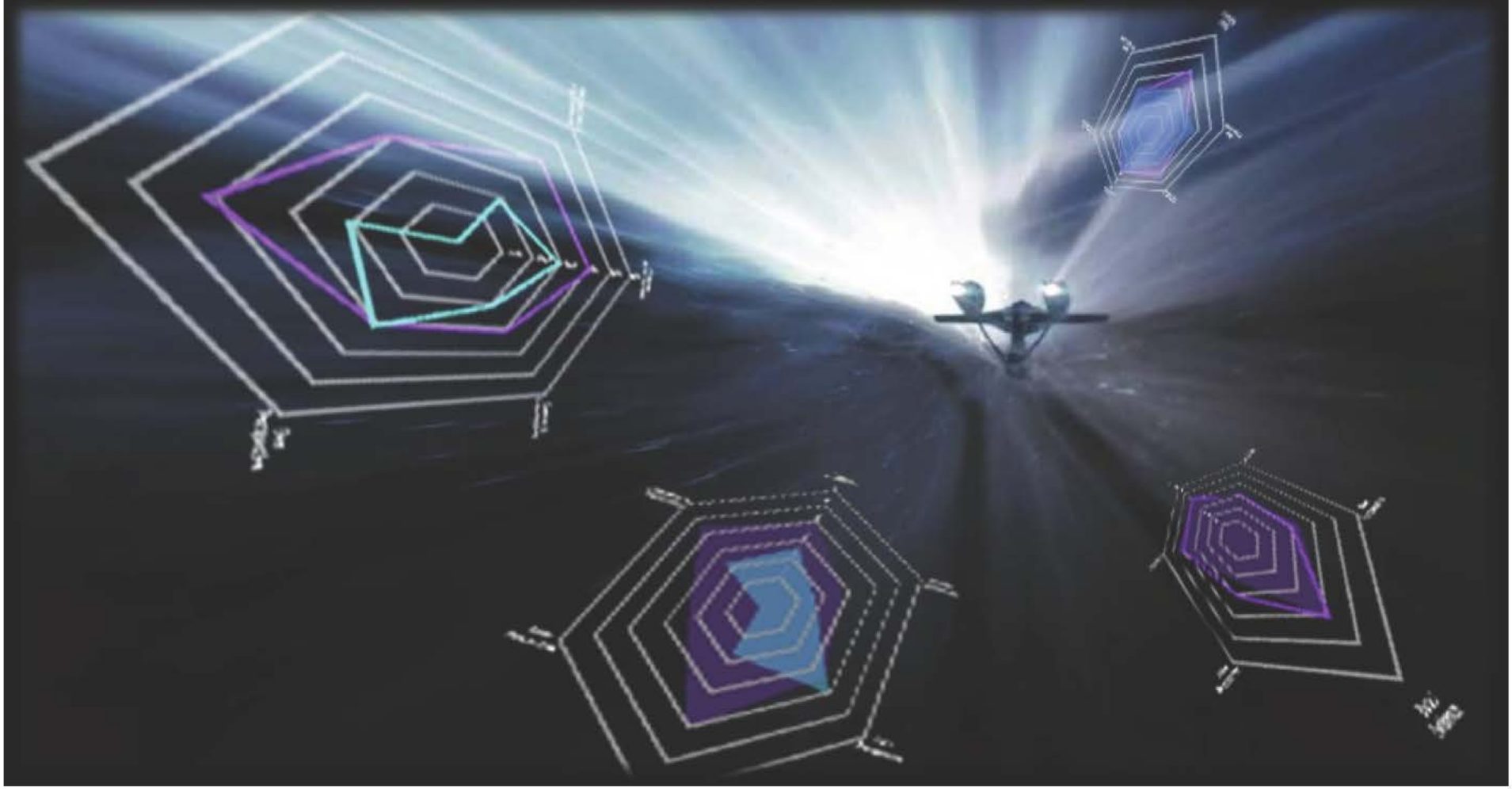
1. Establish *a system of assessment that honors individual student and academic program agency.*
2. Establish program level assessment (feedback) focused on improvement in *teaching* and learning.
3. Deepen our organizational understanding of the valuable uses (and misuses) of assessment.

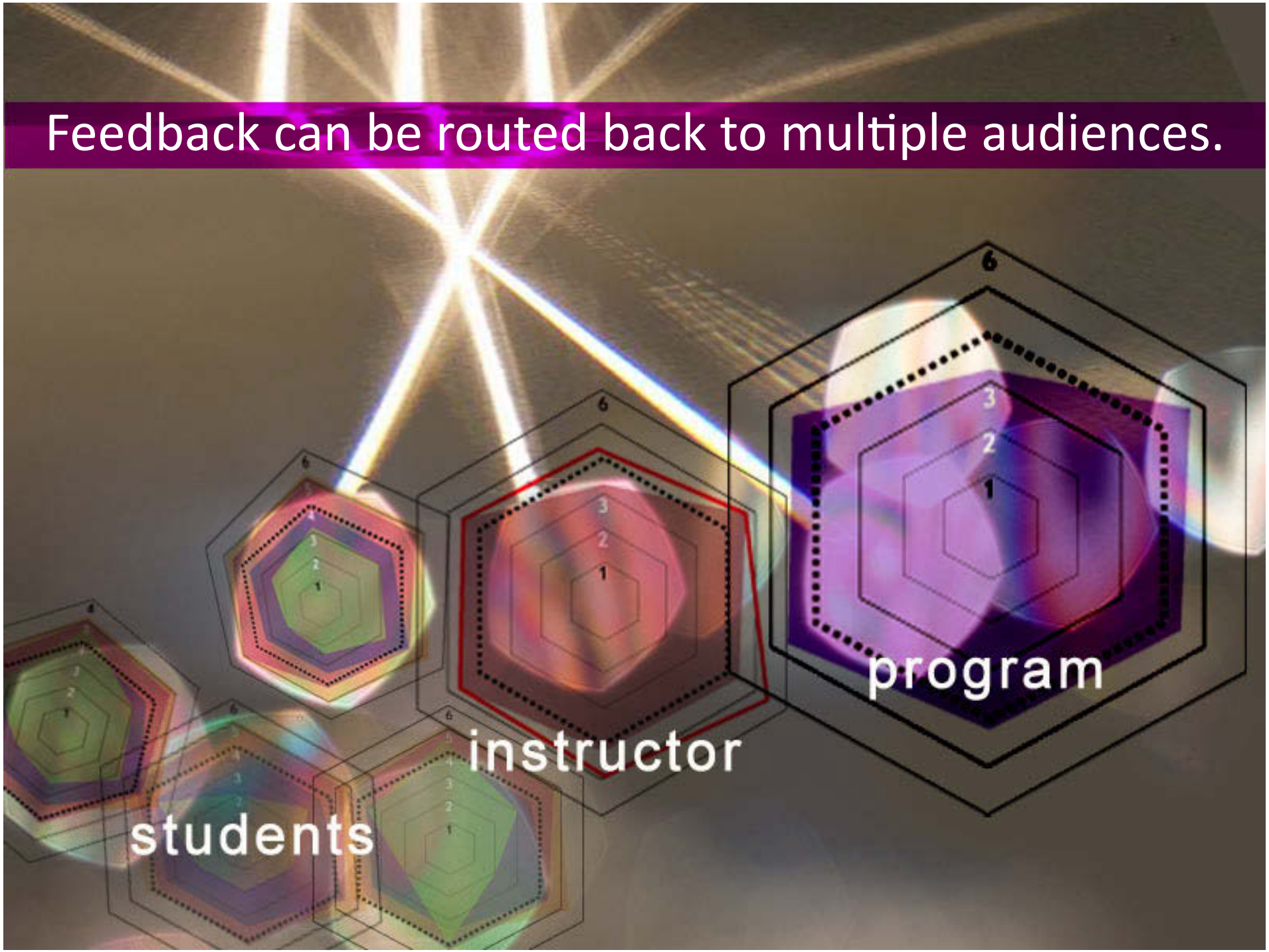
How?

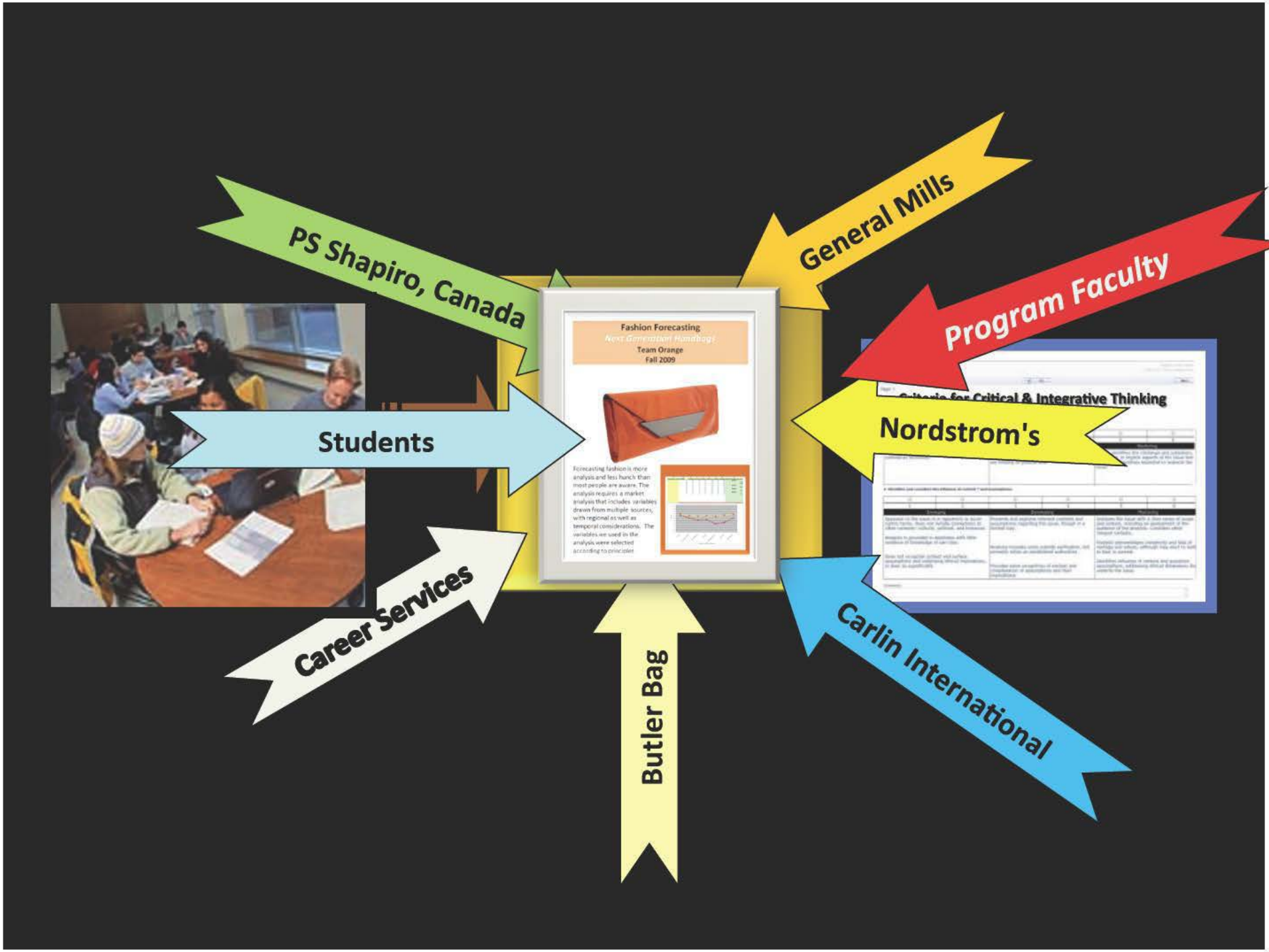
The DQP Asks Us to Shift...

from My Work to OUR Work

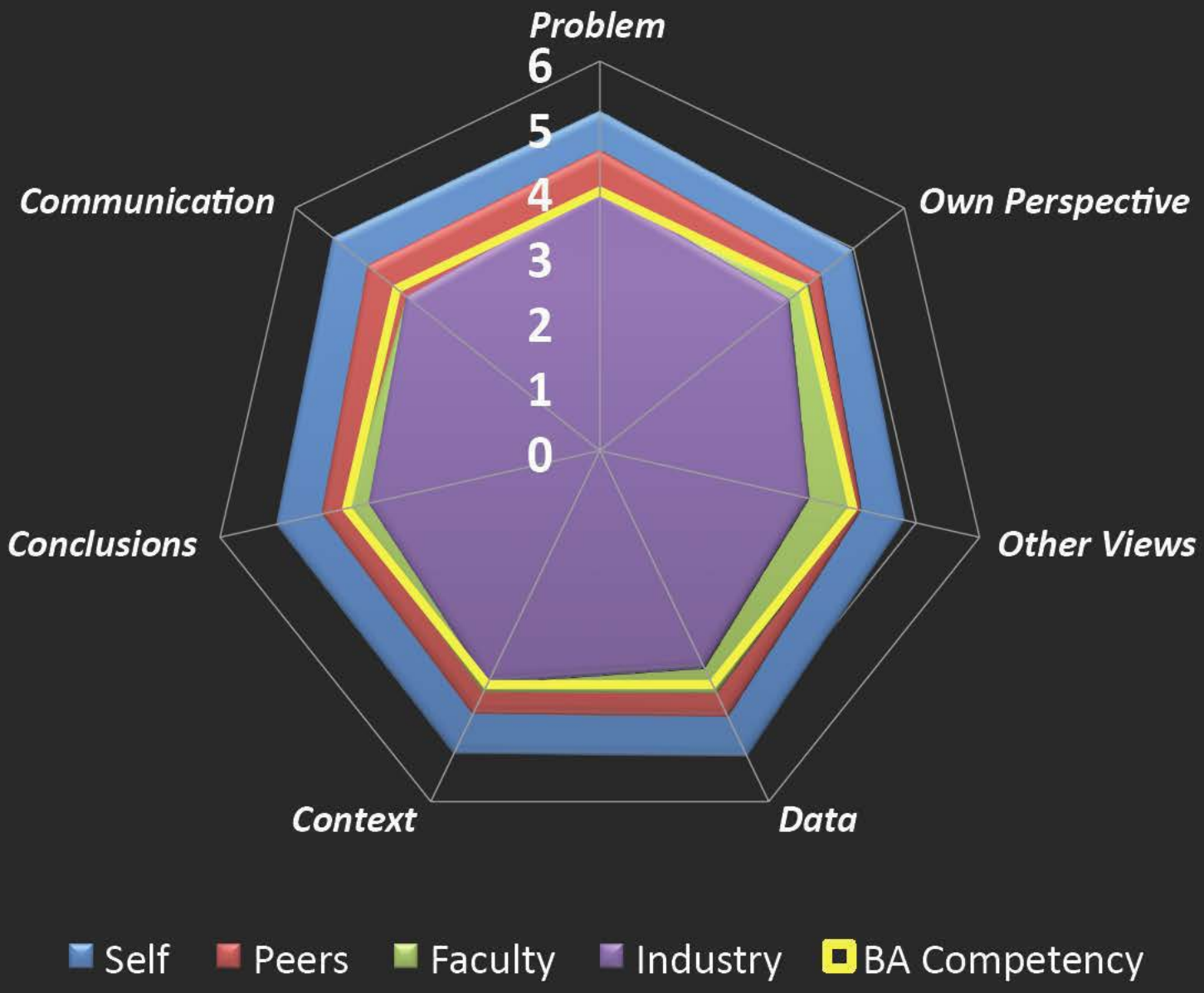
Harvesting Assessment in Warp Drive



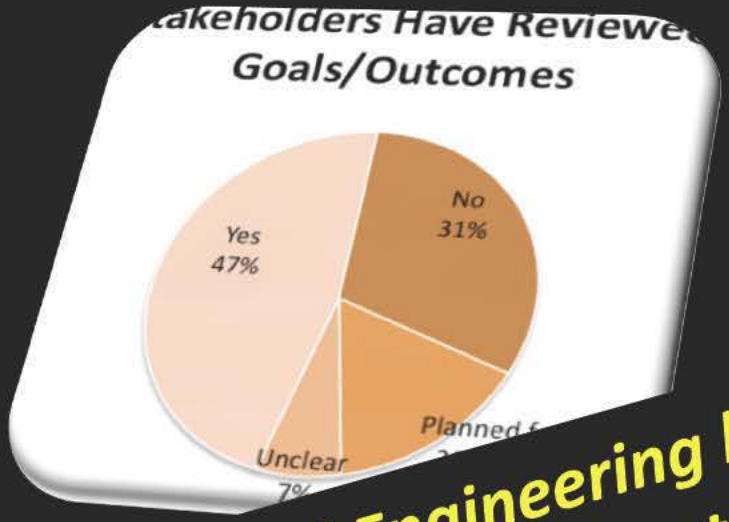

Feedback can be routed back to multiple audiences.
program
instructor
students


PS Shapiro, Canada
General Mills
Program Faculty
Students
Nordstrom's
Career Services
Butler Bag
Carlin International
Fashion Forecasting
Next Generation Handbags
Team Orange
Fall 2009
Forecasting fashion is more analysis and less hunch than most people are aware. The analysis requires a market analysis that includes variables drawn from multiple sources, with regional as well as temporal considerations. The variables we used in the analysis were selected according to principles
Criteria for Critical & Integrative Thinking

Graduating Students Performance

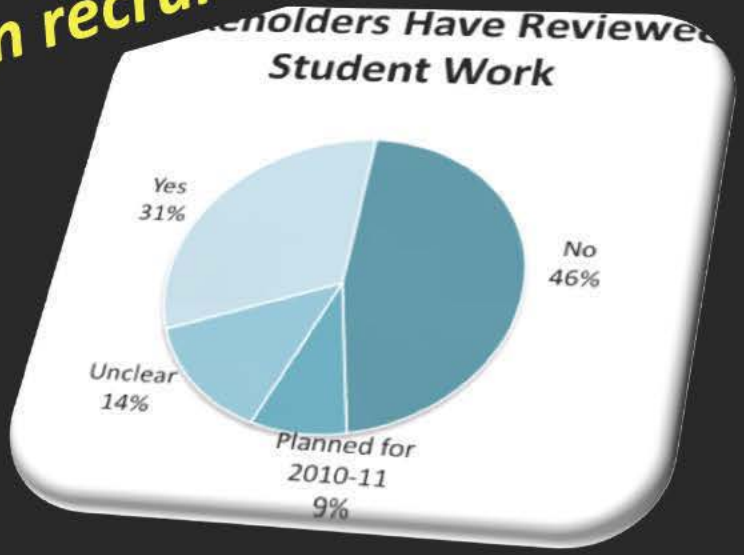


Stakeholder Engagement

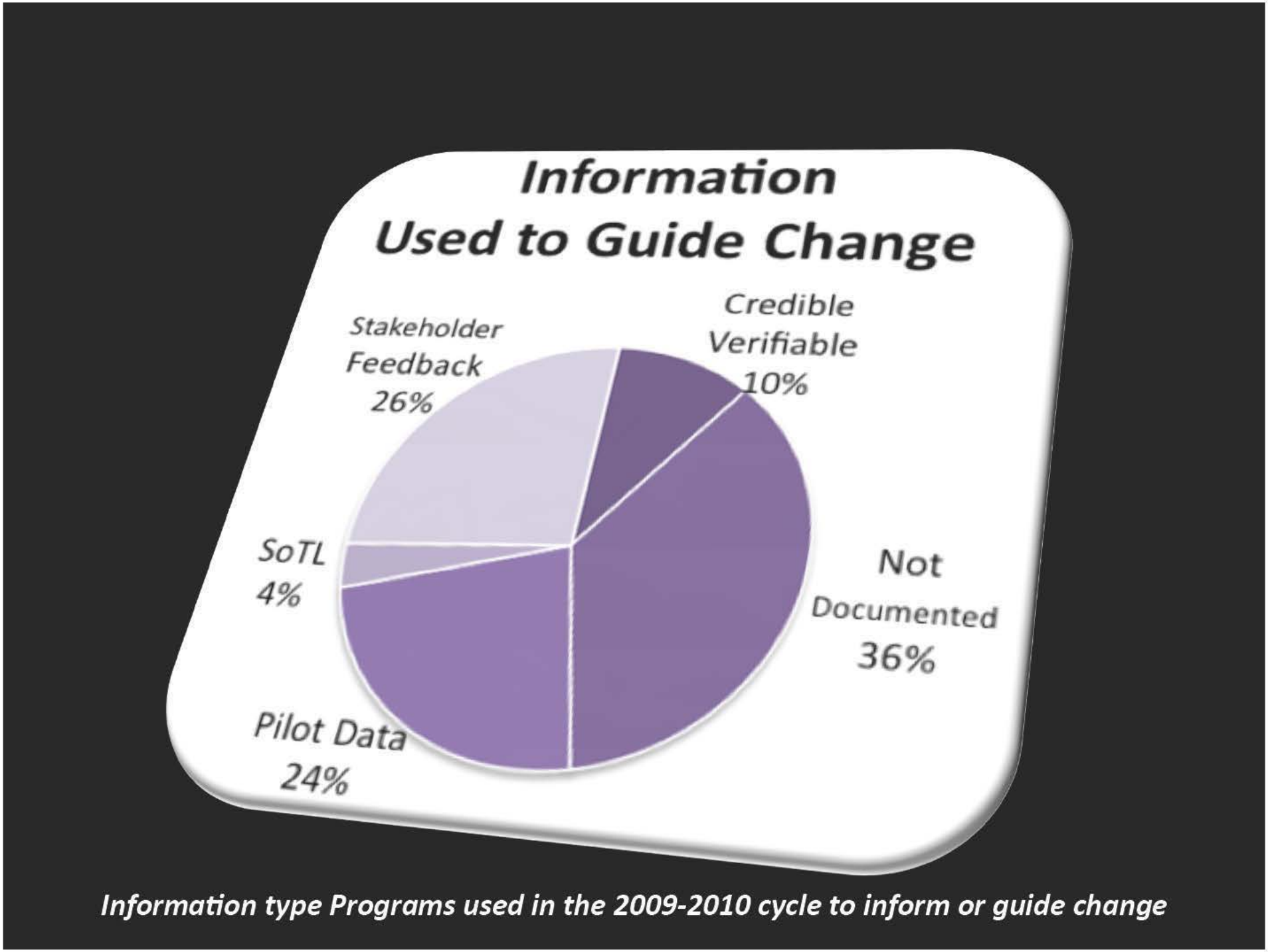


Chemical Engineering has now involved their development officer in recruitment for engaging stakeholders.

Engaging exte… stak… …ion of …hievement is a key goal.



The Work Ahead...



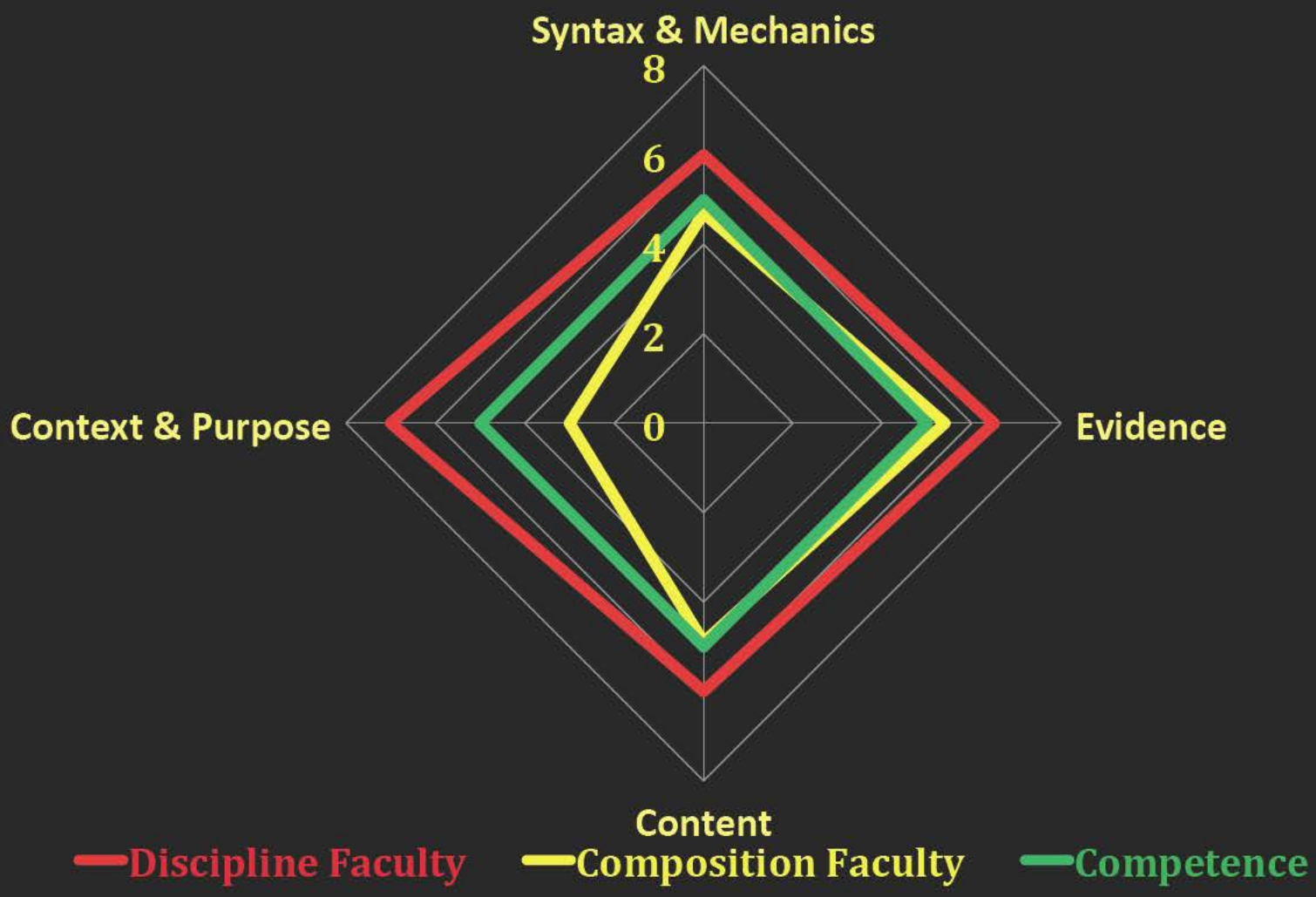
Information type Programs used in the 2009-2010 cycle to inform or guide change

Portland State DQP Pilot

Experts and Experts

Writing Assessment

External Reviewers –and- Instructors



The DQP & transparency can help....

Leverage Our Own Expertise!

Degree Qualifications Profile in Oregon

Section I:
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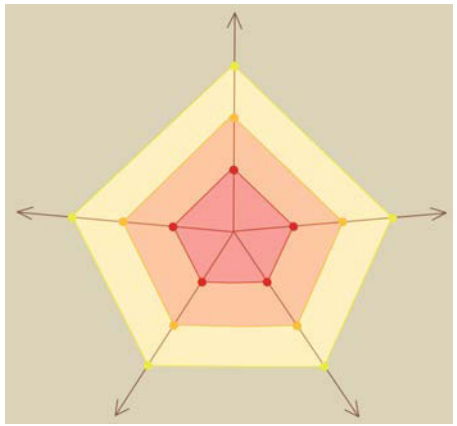
One minute reflection

Degree Qualifications Profile in Oregon

Sonya Christian
President
Bakersfield College

Section II
The Oregon Project



Degree Qualifications Profile in Oregon

24 institutions:
7 universities
17 community colleges

Degree Qualifications Profile in Oregon

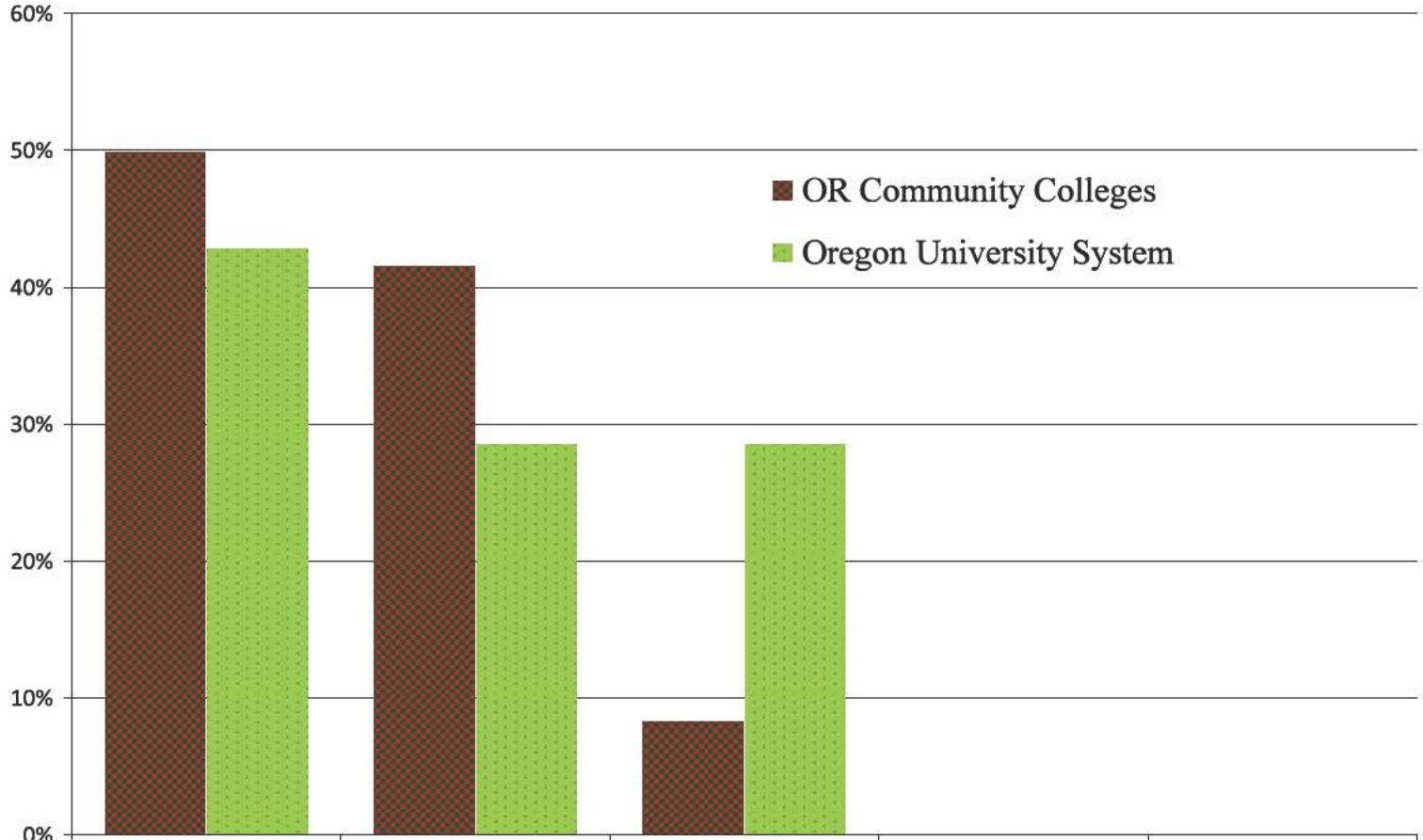
College	Total Headcount 2010-11
Blue Mountain Community College	10,604
Central Oregon Community College	18,433
Chemeketa Community College	45,528
Clackamas Community College	36,163
Clatsop Community College	6,008
Columbia Gorge Community College	5,048
Klamath Community College	5,228
Lane Community College	37,561
Linn-Benton Community College	24,288
Mt. Hood Community College	32,432
Oregon Coast Community College	1,306
Portland Community College	93,180
Rogue Community College	18,459
Southwestern Oregon Community College	10,247
Tillamook Bay Community College	2,690
Treasure Valley Community College	9,247
Umpqua Community College	16,047
TOTAL	**372,469**

Headcounts for community colleges are unduplicated annual totals, and include all types of students, even those enrolled in strictly non-credit work and those who are not seeking any award (Source: Oregon Community College 2010 - 2011 Profile, OCCWD)

University	Fall 2010 Headcount
Eastern Oregon University	4,137
Oregon Institute of Technology	3,797
Oregon State University	24,439
Portland State University	28,522
Southern Oregon University	6,443
University of Oregon	23,389
Western Oregon University	6,233
TOTAL	**96,960**

Headcounts for OUS schools are for 4th week of fall term, and include all types of students at all levels, even those who are non-admitted. (Source: 2010 Enrollment Reports prepared by OUS Institutional Research).

At which stage would you currently describe your work with the DQP?

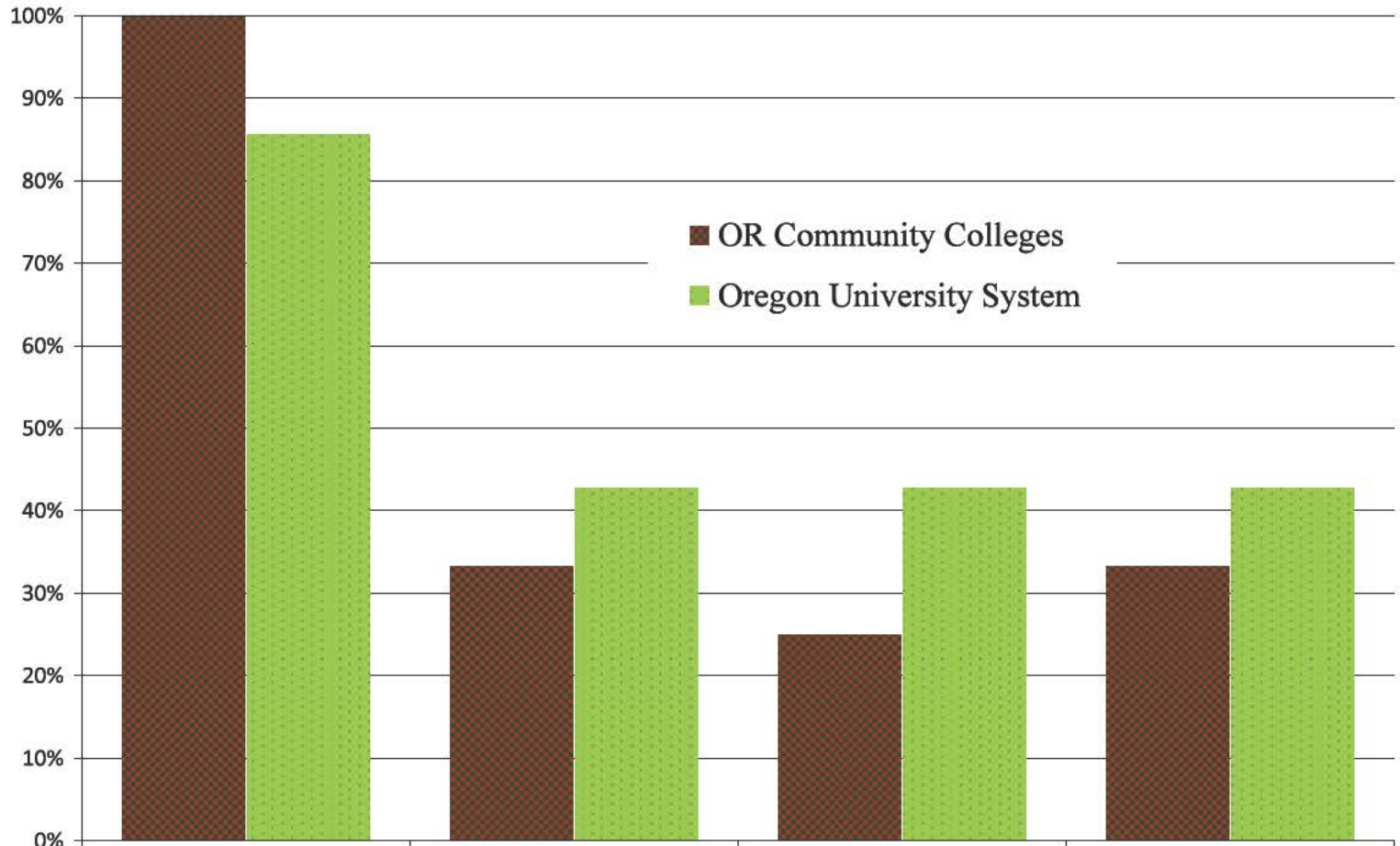


	Preliminary Discussions	Beginning	In Process	Advanced	Stalled
OR Community Colleges	50%	42%	8%	0%	0%
Oregon University System	43%	29%	29%	0%	0%

Total N = 19: 7 Oregon University System (OUS) and 12 community colleges.

Data Source: Year 1 Institutional Activity Report, Oregon DQP.

Which of the following groups are you engaging with your DQP work?



	Faculty	Students	Employers	Contingent Faculty
OR Community Colleges	100%	33%	25%	33%
Oregon University System	86%	43%	43%	43%

Total N = 19: 7 Oregon University System (OUS) and 12 community colleges.

Data Source: Year 1 Institutional Activity Report, Oregon DQP.

Q15. What are the more and less desirable outcomes or implications of your work with the DQP?

Increased scrutiny and discussion of learning outcomes, the learning process, and assessment of learning were often mentioned as desirable outcomes of the work with DQP. Other desirable outcomes included better alignment and articulation among institutions, benefits to students from such alignments, as well as from translation into the classroom and general long-term enhancement of student success that informs public conversation about the value of higher education. Institutional initiative fatigue and recognition of the amount of work that is yet to be done, with the corresponding disenchantment if DQP does not fulfill its promise, were mentioned as less desirable aspects of the work.

Grant Proposal: How?

Level 1: Institutional Engagement

Level 2: Horizontal Engagement

Level 2: Vertical Engagement

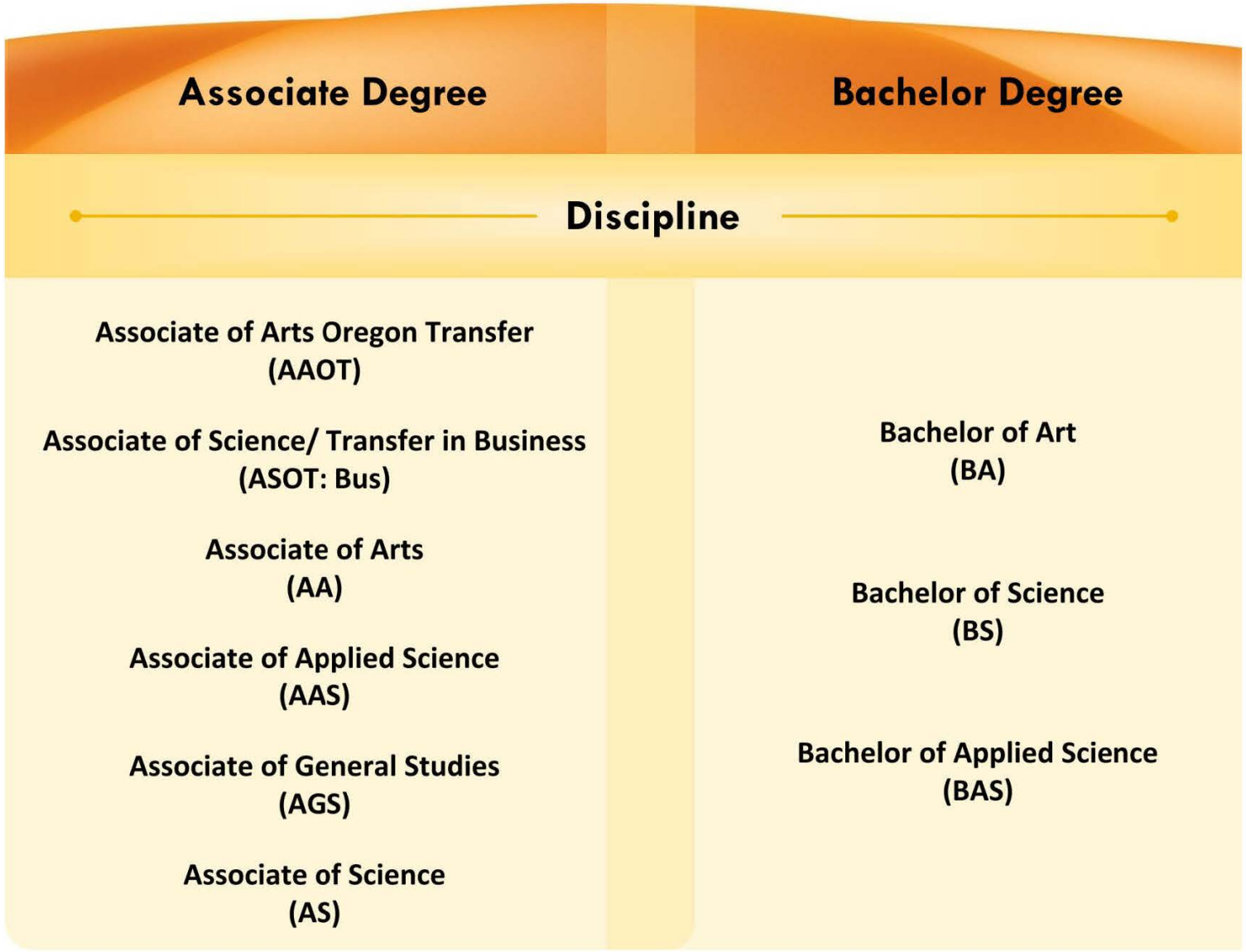
Faculty and staff

Students

Business & Industry

Degree Qualifications Profile

DEGREE OUTCOMES



Degree Qualifications Profile in Oregon

Key features of the Oregon Project

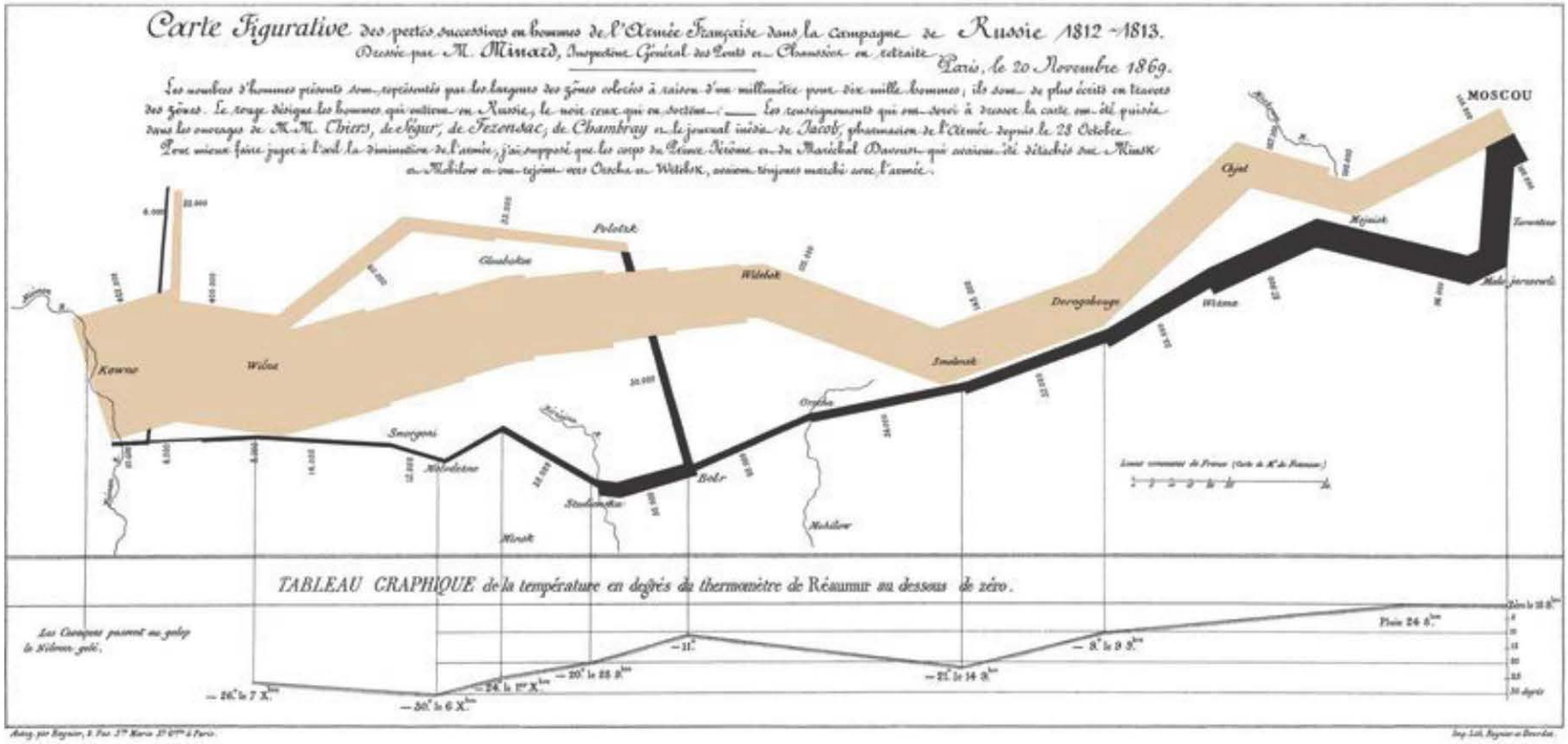
Building on past work.
Integrating with present work

Documenting by the systematic use of technology

Being "open" with content and technology

Importance of visual representation of data

Minard's rendering of Napoleon's army



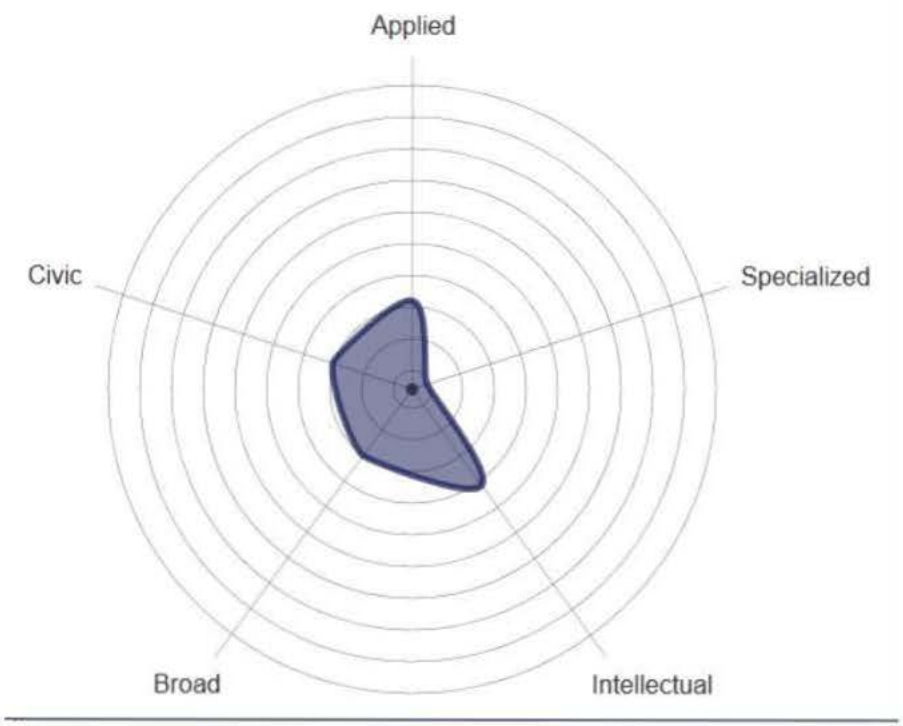
http://en.wikipedia.org/wiki/File:Minard.png

Dashboard at Arizona State University

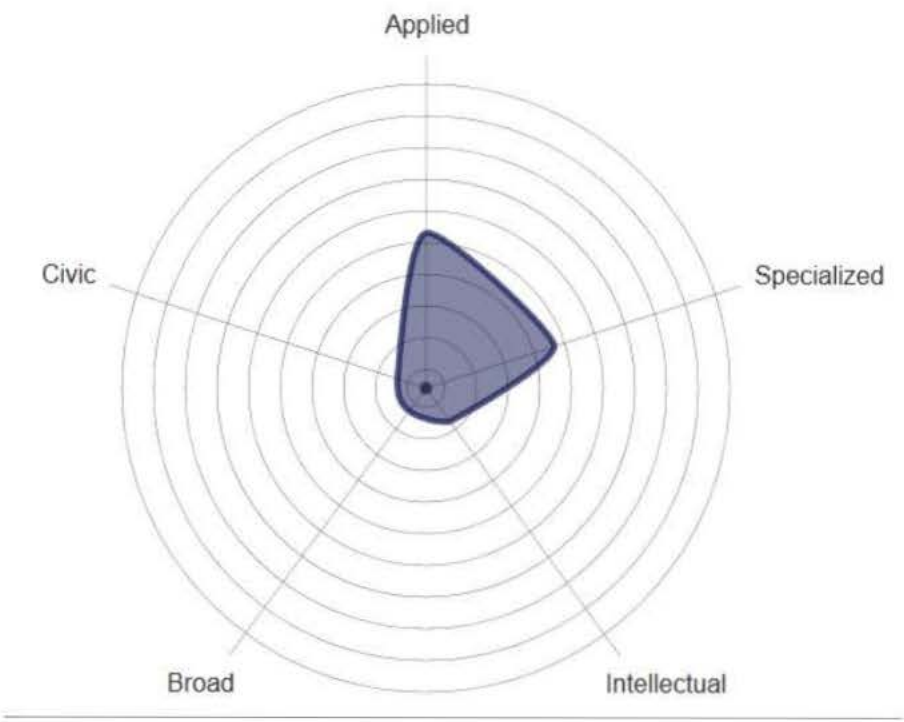
Arizona State University

http://www.asu.edu/dashboard/dashboardvideo.html

Visual representation of Degrees at Lane Community College

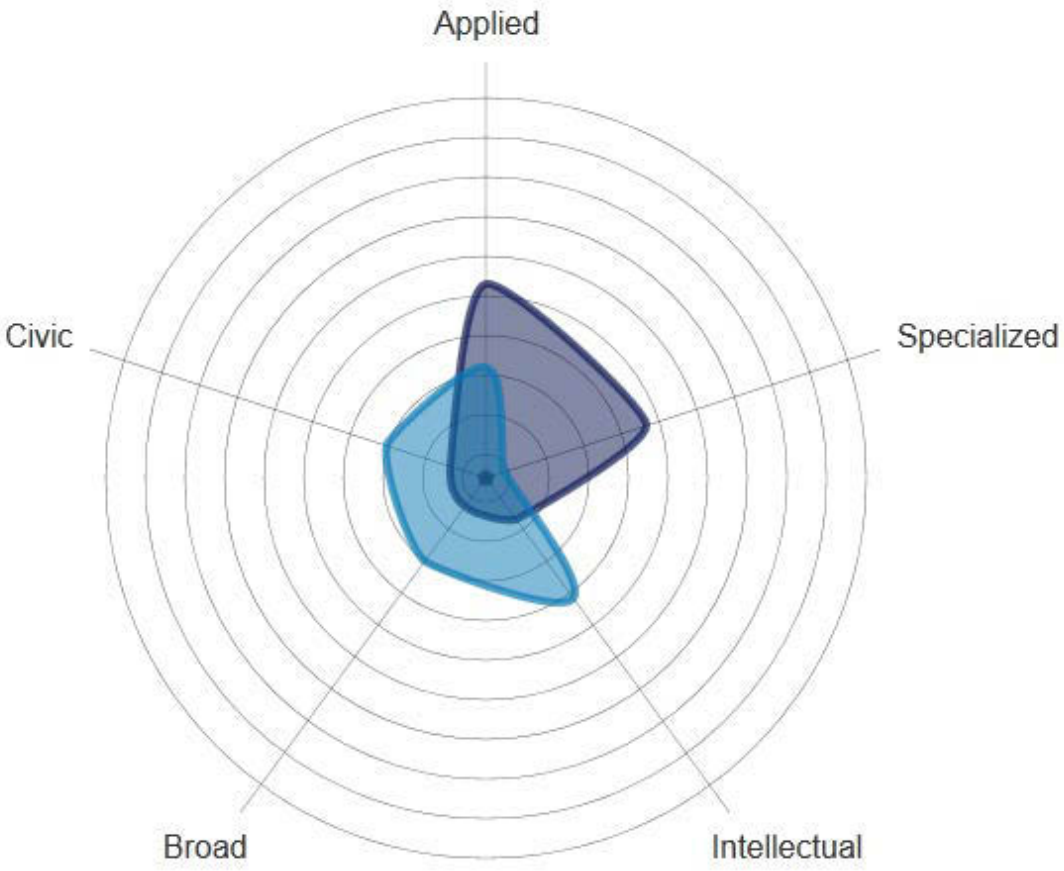


AAOT



AAS

Visual representation of Degrees at Lane Community College



AAOT and AAS

Section II
The Oregon Project

One minute reflection

Degree Qualifications Profile in Oregon

Steve Adkison
Provost
Eastern Oregon University

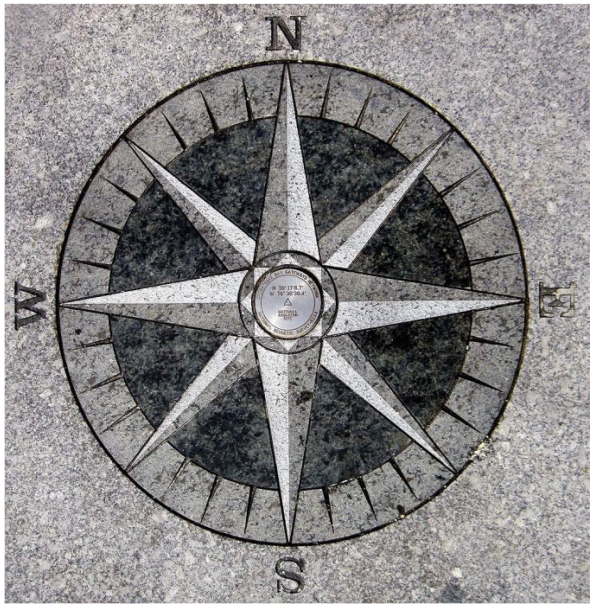
Section III
Integrating the work within the context of an institution's journey with learning outcomes: *A perspective from Eastern Oregon University*

Learning Outcomes and Assessment Framework:
What Should EOU Students Know and Be Able To Do?

"Give Students a Compass" Initiative

Degree Program

Co-Curriculum



General Education Core

Pathway/Gateway

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Curriculum Mapping at EOU

- Where are university learning outcomes occurring in the academic and co-curricula?
- Do students have opportunities to develop, practice and perform these learning outcomes through Gen Ed, degree, and co-curricula?
- Do all students have access to these opportunities?
- How does the institution collect, monitor, and store learning outcome assessment data?

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Curriculum Map: English/Writing

Course Levels	Benchmark/ Expected Standard of Performance	1 Content Knowledge (courses required of all majors)	2 Inquiry (courses required of all majors)	3 Communication (courses required of all majors)	4 Critical Thinking (courses required of all majors)	5 Aesthetic Analysis (courses required of all majors)	6 Civic Engagement (courses required of all majors)	7 Integrated Learning (courses required of all majors)
400-Level	Program sets scale	**All Concentrations** : ENGL/WR 407	**All Concentrations** : ENGL/WR 403	**All Concentrations** : ENGL/WR 403	**All Concentrations** : ENGL/WR 403	**All Concentrations** : ENGL/WR 403	**DS:** ENGL/WR 409	**All Concentrations** : ENGL/WR 403
300-Level		**Lit:** ENGL 322, 399, 390, 395, 422, 436, 446, 448 **WR:** WR 316, 320 or 330, 328, 331, 341 or 342, 351, 441 or 442 **DS:** ENGL 316, 390; WR 316, 320 or 330; 328, 341 or 342	**Lit:** ENGL 322, 339, 390, 395, 403, 407, 409, 422, 436, 446, 448 **WR:** 316, 320 or 330, 328, 331, 341, 342, 351 **DS:** ENGL 390; WR 316, 320 or 330; 328, 341 or 342	**Lit:** ENGL 322, 339, 390, 395 **WR:** WR 316, 320 or 330, 328, 331, 341, 342, 351 **DS:** ENGL 316, 390; WR 316, 320 or 330; 328, 341 or 342, 441 or 442	**Lit:** ENGL 322, 339, 390, 395, 422, 436, 446, 448 **WR:** WR 316, 320 or 330, 328, 331, 341, 342, 351 **DS:** ENGL 316, 390; WR 316, 320 or 330; 328, 341 or 342	**Lit:** ENGL 322, 339, 390, 395, 422, 436, 446, 448 **WR:** WR 316, 341, 342, 351, 441 or 442 **DS:** ENGL 390; WR 316, 320 or 330; 328, 341 or 342	**Lit:** ? **WR:** WR 320, 330?, 341 or 342, 351 **DS:** WR 320; 330? 341 or 342	**Lit:** ENGL 322, 257, 390, 395, 446 **WR:** WR 316, 320, 331, 351, 328 **DS:** ENGL 316, 390
200-Level		**Core:** ENGL 201, 239, 205 or 254, 206* or 207; WR 222, 230, 241, 242, 243 **Lit :** ENGL 257 **DS:** WR 220	**Core:** ENGL 201*; WR 222, 230, 241, 242, 243	**Core:** ENGL 201; WR 222*, 230, 241, 242, 243	**Core:** ENGL 201, 239, 205 or 254, 206 or 207; WR 222.	**Core:** ENGL 201, 239, 205 or 254, 206 or 207; WR 222, 230, 241, 242, 243	**Core:** WR 230, 241, 242 **DS:** WR 220	**Core:** ENGL 201; 206; WR 220, 230, 206
100-Level		**Pre-reqs:** ENGL 104, 107, 108, 109		**Pre-reqs:** WR 121	**Pre-reqs:** ENGL 104, WR 121	**Pre-reqs:** ENGL 104, WR 131		**Pre-reqs:** WR 121
Pre-College				**Pre-reqs:** WR 115				

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TracDat @ EOU

http://www.eou.edu/assess/general-education-assessment/

http://www.eou.edu/assess/academic-program-assessment/

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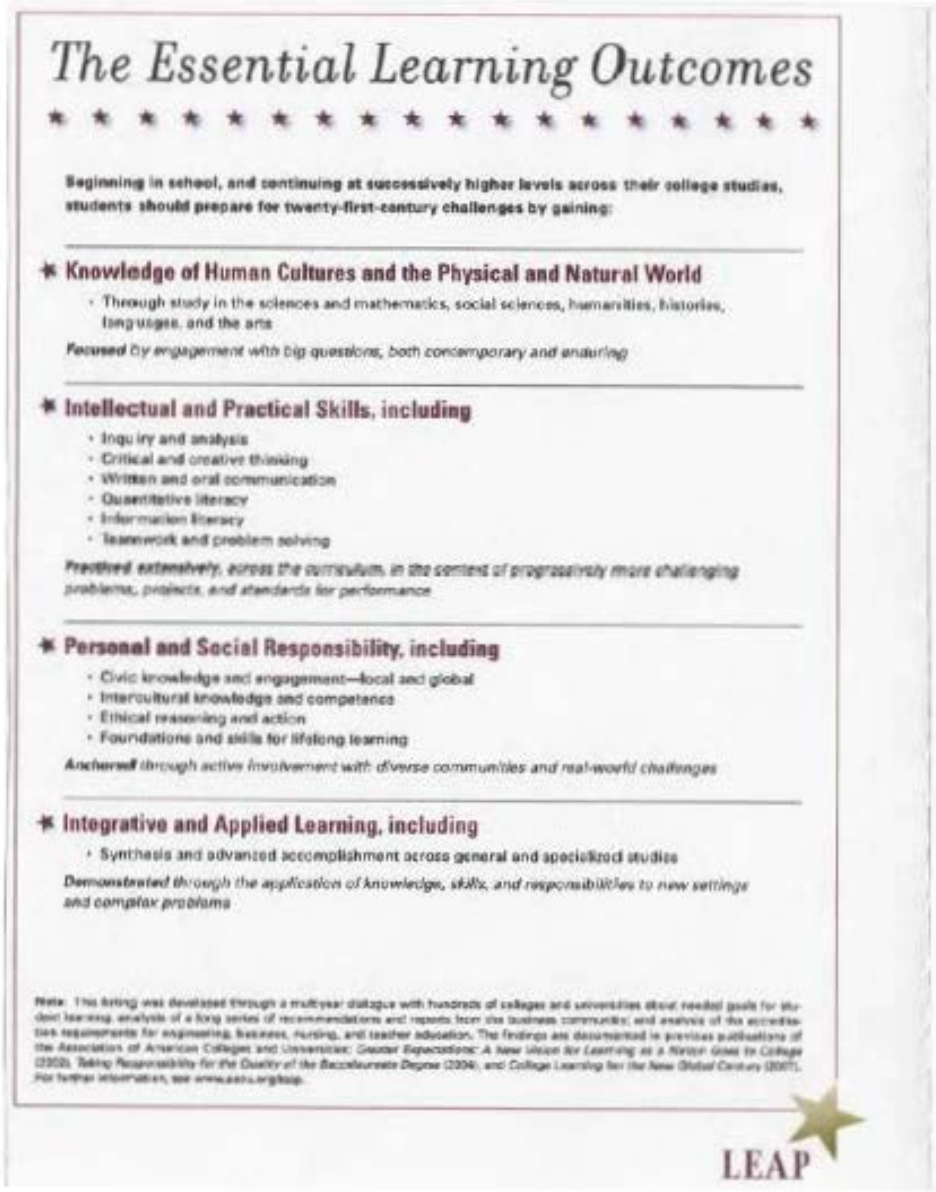
LEAP & DQP: *DQP compentency categories at the degree/program level correspond to the LEAP essential learning outcomes categories at the university level . . . .*



The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

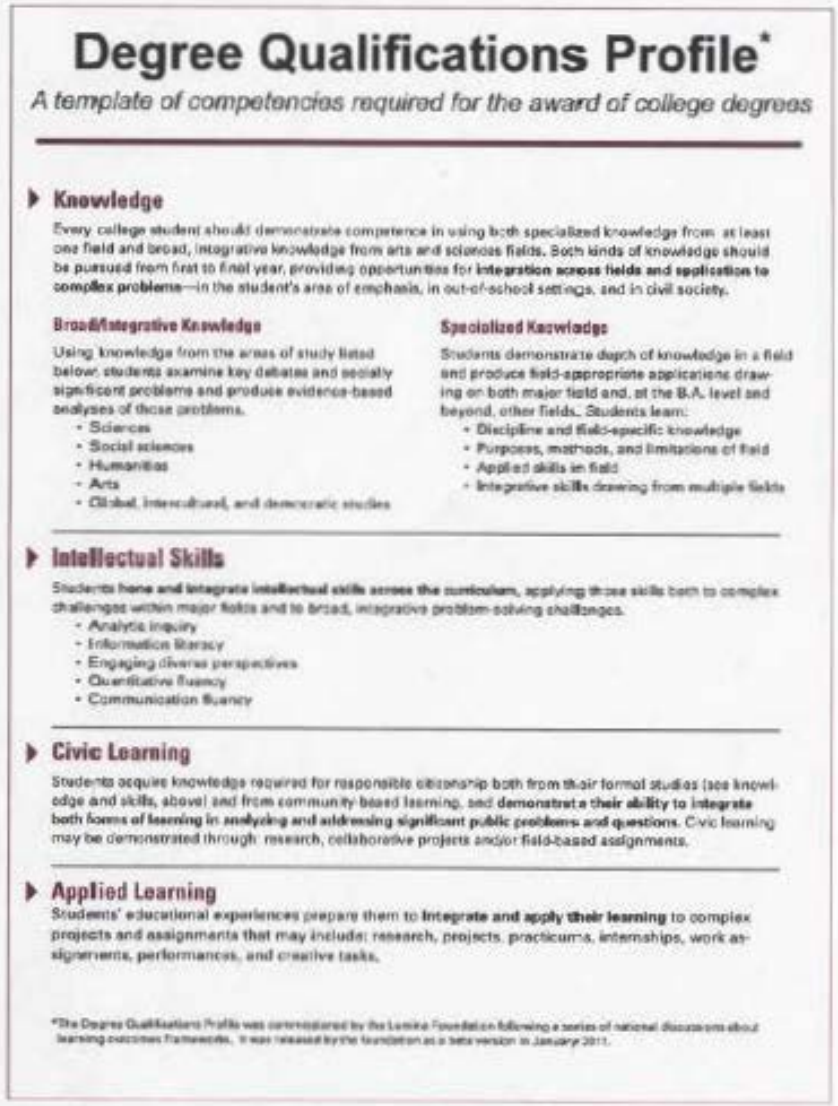
Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning, analysis of a long series of recommendations and reports from the business community, and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.

LEAP



Degree Qualifications Profile*

A template of competencies required for the award of college degrees

Knowledge

Every college student should demonstrate competence in using both specialized knowledge from at least one field and broad, integrative knowledge from arts and sciences fields. Both kinds of knowledge should be pursued from first to final year, providing opportunities for **integration across fields and application to complex problems**—in the student's area of emphasis, in out-of-school settings, and in civil society.

Broad/Integrative Knowledge

Using knowledge from the areas of study listed below, students examine key debates and socially significant problems and produce evidence-based analyses of those problems.

- Sciences
- Social sciences
- Humanities
- Arts
- Global, intercultural, and democratic studies

Specialized Knowledge

Students demonstrate depth of knowledge in a field and produce field-appropriate applications drawing on both major field and, at the B.A. level and beyond, other fields. Students learn:

- Discipline and field-specific knowledge
- Purposes, methods, and limitations of field
- Applied skills in field
- Integrative skills drawing from multiple fields

Intellectual Skills

Students **hone and integrate intellectual skills across the curriculum,** applying those skills both to complex challenges within major fields and to broad, integrative problem-solving challenges.

- Analytic inquiry
- Information literacy
- Engaging diverse perspectives
- Quantitative fluency
- Communication fluency

Civic Learning

Students acquire knowledge required for responsible citizenship both from their formal studies (see knowledge and skills, above) and from community-based learning, and **demonstrate their ability to integrate both forms of learning in analyzing and addressing significant public problems and questions.** Civic learning may be demonstrated through research, collaborative projects and/or field-based assignments.

Applied Learning

Students' educational experiences prepare them to **integrate and apply their learning** to complex projects and assignments that may include: research, projects, practicums, internships, work assignments, performances, and creative tasks.

*The Degree Qualifications Profile was commissioned by the Lumina Foundation following a series of national discussions about learning outcomes frameworks. It was released by the foundation as a beta version in January 2011.

Degree Qualifications Profile in Oregon

Section III

Integrating the work within the context of an institution's journey with learning outcomes: ***A perspective from Eastern Oregon University***

One minute reflection

Degree Qualifications Profile in Oregon

Mar Williams
Dean, Career Technical Education
Umpqu Community College

Section IV

DQP as a descriptive tool, course level to degree level. The transformative power of visual representation of learning outcomes.

Degree Qualifications Profile in Oregon

Spider web mapping

https://oregondqp.lanecc.edu/spidergraphs

Degree Qualifications Profile in Oregon

Section IV

DQP as a descriptive tool, course level to degree level. The transformative power of visual representation of learning outcomes.

One minute reflection