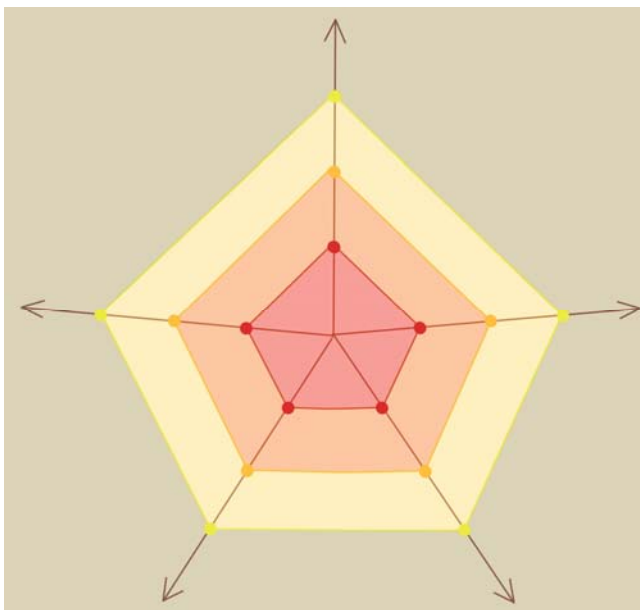


The Degree Qualifications Profile in Oregon

June 22, 2012



Organization Description

The *Oregon Degree Qualifications Project* is a joint effort of all seven Oregon University System (OUS) institutions and the state's seventeen independent community colleges to develop the Degree Qualifications Profile for Oregon (the *Oregon DQP*). The *Oregon DQP* attempts to respond to the questions: What is a baccalaureate degree? What is an associate's degree? The response will be a descriptive curricular framework for institutional degree outcomes across the state, both in their unique characteristics and in their shared aspects. The flexibility and clarity of the framework will allow each of the 24 institutions of higher education to directly relate the missions of their respective institutions to support their students' success at college, navigating between different institutions of higher education, and in transition from the Oregon educational system into the workforce. This statewide partnership of educational institutions has the active support of both the OUS Chancellor and the Community Colleges and Workforce Development (CCWD) Commissioner. Lane Community College will provide organizational leadership and will act as fiscal agent.

Oregon has a history of successful statewide partnerships among its postsecondary institutions, despite the absence of a unified state system. For example, the state's community colleges and OUS institutions engaged in a three-year collaborative initiative to establish course criteria and learning outcomes for the 90-credit Associate of Arts Oregon Transfer degree (AAOT), which provides students a true statewide transfer degree. Similar collaborative work resulted in the creation of the 45-credit Oregon Transfer Module (OTM) that also transfers intact to any of the seven OUS institutions. Oregon's current statewide OCCURS reporting database was developed through collaboration of the colleges and this year a subset of colleges formed a consortium to participate in Achieving the Dream. The recent win-win initiative awarded by Lumina was led

by Lane Community College for the seventeen community colleges. The Core to College grant awarded to Oregon for all the 24 institutions for higher education to work on transition issues related to the Common Core State Standards was written by Lane for the state. Lane is currently finalizing the *Reverse Transfer* grant proposal which is due on June 24, 2012.

Project Overview

What is your project's overarching goal? How will this goal advance access and/or success in postsecondary education?

Oregon DQP's overarching goal is take first steps toward (1) developing, validating and implementing a flexible and non-prescriptive curricular framework that describes, and where possible, aligns degree-level learning outcomes for students in Oregon's community colleges and four-year colleges and universities; and, (2) documenting and disseminating the intra- and inter-institutional procedures and methods used in the *Oregon DQP* development process.

The curricular framework will describe the *kinds* of outcomes students will achieve and demonstrate upon degree attainment at the associate's and bachelor's levels, and the institutions will map their respective curricula within that framework. This framework will increase success for students while they are in college by more clearly defining and making visible the degree learning outcomes, navigating among institutions of higher education by establishing strong articulations between and among postsecondary institutions, and by more clearly documenting the attained outcomes for students seeking employment and for employers seeking to hire. Documenting and disseminating a process guide during the work will ensure that this beta test of the DQP framework and philosophy will contribute to the work of other states and higher education systems to develop similar frameworks.

What target population and geographic area will benefit from the achievement of this goal?

The immediate target population for the three-year project is the faculty, staff and instructional administrators at Oregon's 2-year and 4-year colleges, and statewide policy makers for higher education. Oregon's diverse institutions are distributed across the 97,073 square miles in urban and rural areas—some with several campuses, others with a single campus. The project also intends to have a national impact of supporting DQP implementation by other states. The process guide created by the project will provide other higher education systems with an example of what can be done in adopting a DQP framework.

Beyond the life of the grant, the State projects that the long-term benefits will include improved completion rates, due to the transparency of learning outcomes across institutions, and educational experiences for Oregon's higher education students (which in 2009-10 numbered 384,259 community college students and 122,883 OUS undergraduates). Oregon higher education stakeholders also believe the *Oregon DQP* will benefit the state's employers in the long-term, by providing a clear statement of the skills and knowledge attained by Oregon's graduates. However, these expected benefits are not being assessed in the grant proposal because they are beyond the three-year timeframe for beta testing the DQP.

Why is the project important to pursue at this time?

The nation is urgently being called upon to focus on the numbers of Americans completing

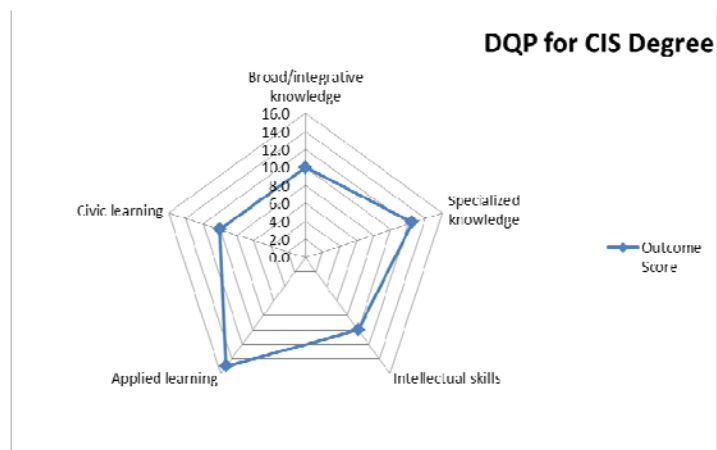
degrees and certificates to help address issues of local and global competitiveness and America’s loss of position with its percentage of college graduates falling behind that of other countries. This completion imperative has reverberated with private and public funding agencies investing in initiatives that increase educational attainment: e.g. *Complete College America* (www.completecollege.org) and *Completion by Design* (www.completionbydesign.org).

From within this completion agenda a voice is emerging more clearly that reminds us of what has distinguished America qualitatively – higher education focused on developing critical thinkers and creative problem solvers who are civic minded and engaged. The Association of American Colleges and Universities (www.aacu.org) speaks clearly and promotes work on this topic, e.g., the recent article by Carol Geary Schneider, *Where Completion Goes Awry: The Metrics for “Success” Mask Mounting Problems with Quality* (<http://www.aacu.org/liberaleducation/le-wi12/president.cfm>). Schneider emphasizes the importance of “quality markers” in higher education, starting with very clearly defined learning outcomes that are shared with the educational community, students, business and industry.

With the *Oregon DQP*, Lumina will be helping Oregon further address both the completion and quality imperative, as Lumina previously has contributed by funding Oregon for the Win-Win completion project. The *Oregon DQP* focus on quality and the transparency of learning outcomes will ensure that graduates have the skills necessary to learn-unlearn-relearn, to be globally competitive and to solve the unscripted problems of tomorrow.

What measurable objectives will this project employ to achieve this goal?

The nature of this project makes it difficult to specify typical, measurable objectives because the project is not “programmatic”, but rather a process project. *Oregon DQP* is testing a “beta” concept that Lumina has invited institutions to discuss in terms of its usefulness. The DQP journey that Oregon is embarking upon will ultimately make transparent to the different educational entities, the external communities, and the students *what students should know and be able to do* when they complete a degree, associates or baccalaureate. This three-year grant will help in this journey by creating structures for engagement to occur at the institutional level; horizontally across community colleges and universities; and vertically from community college to university. The spider web shown here is an example of a deliverable at the institutional level where faculty at a community college mapped the Associates in Applied Science Degree (AAS) to the DQP.



The four objectives of the grant are described in the table below:

Process objectives to meet goal of developing, validating and implementing a flexible and non-prescriptive curricular framework	
Objective	Evaluation of meeting targets and deliverables
<p><u>Objective 1 “Institutional Engagement”</u>: (See Appendix for an example of institutional engagement) By end of year one, seven (of 17) community colleges and three (of 7) universities are engaged as evidenced by creation of following deliverables (a) clear, institutional work-plans that integrate DQP with current assessment work and General Education outcomes work, and (b) a faculty-identified list of degrees to review using DQP. Review of degree will include (1) the creation of a spider web that maps the specific outcomes of that degree to the meta outcomes of the DQP (see figure on the previous page. An example of the mapping for a AAS degree in CIS) (2) an updated set of program outcomes with the description of the learning outcomes being influenced by the DQP discussion (3) faculty member’s reflections on the review and how the process has informed changed in instructional practices (4) student’s completion of the spider web (5) advisory committee members engagement with the DQP and the program outcomes. By end of year three, all seventeen community colleges and seven universities are engaged in the process and advancing the work as described above.</p>	<ul style="list-style-type: none"> • Confirm all college’s completed work plans (document review) • Completed list of degrees from faculty (document review) • Assess colleges’ progress implementing work plans • Assess ongoing progress (review timeline and institutional involvement)
<p><u>Objective 2: “Horizontal Mapping”</u>: By end of year, one-third of Oregon’s community colleges, colleges and universities will complete “horizontal” alignment, working across institutions within same degree-level using DQP to guide review of specific degrees—calibrating comparable degree-offerings, within different disciplines. This process will result in the specific degrees making the necessary changes to the learning outcomes to be clear with “action verbs” consistent with the DQP. Also, these discussions will lead to suggested changes in the learning outcomes as described in the current version of the DQP.</p>	<ul style="list-style-type: none"> • Assess completion of “calibration” (document review) • Evaluate any changes made to existing degrees’ learning outcomes (document review) • Assess ongoing progress (review timeline and institutional involvement)
<p><u>Objective 3 “Ratcheting Up”</u>: By beginning of year two, at least one university and three CC’s will begin review of learning outcomes from the AAS to BAS and BS to articulate the necessary “ratcheting up”, to differentiate “vertically” what a student should know and be able to do at each degree level.</p>	<ul style="list-style-type: none"> • Confirm vertical partnerships • Assess progress of vertical collaboration • Assess ongoing progress (review timeline and institutional involvement)

Measureable objectives to improve nationwide implementation of DQP.	
Objective	Evaluation Measure of Success
<p><u>Objective 4 “Recording”</u>: By end of grant period an <i>Oregon DQP</i> repository website will be developed, including crowd-sourced process documentation, to create the record of Oregon’s three-year process, and provide the basis regionally and nationally for dissemination at conferences and in publications.</p>	<ul style="list-style-type: none"> • Compare before and after with survey to AACU members. • qualitative analysis via questionnaires and surveys to Oregon’s participants • Document review of “record”

What outcomes – effects, benefits or changes in your target population – will occur as a result of your project?

Long-term successes: the long-range outcomes of this project are parallel those discussed by Lumina: a shift of focus from what is taught to what is learned; clarification for faculty, departments, institutions and business and community partners as to what students should know and be able to do at completion of their degree; improved Credit for Prior Learning; improving pursuit of educational goals by students, and; improved student completion rates. Eventually students will have a roadmap to degree completion at all levels, which they can access via the Web and will likely be used by academic advisors at all levels.

Success of the Oregon DQP in 36 months:

At the end of 36 months:

1. Institutionally (within individual institutions)

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 nation-wide to use and build upon.

2. Horizontally (within educational sectors)

(a) Community colleges in Oregon will create a descriptive profile for associate's degrees.

(b) Universities in Oregon will descriptively create a profile for the baccalaureate degree.

3. Vertically (crossing educational sectors)

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 levels¹.

4. Instructionally (impact on instructional practices)

a) Faculty

Instructional engagement is the primary purpose of this work. Project documentation will include faculty reflection on how the work with the DQP has impacted their teaching and assessment practices, e.g. incorporating explicit references to the DQP meta outcomes in the classroom, or making explicit for students the alignment between two-year and four-year educational goals.

b) Students

Instructional engagement from a student perspective will likewise be documented, e.g. awareness of meta outcomes in their own education as described in Appendix A, or student use of curricular alignment in planning and pursuing their educational goals.

c) Employers

Oregon DQP will incorporate learning outcomes that explicitly address skills necessary for employment, with the ancillary benefit that some Oregon employers will have greater knowledge of the DQP's purpose and its potential impacts to the

¹ in specific knowledge, skill and application areas.

state. Employers will also have a more robust relationship² to higher education stakeholders (e.g. via Oregon Business Council members serving on leadership team).

5. Nationally

A web repository will be created that is searchable, where faculty nationwide can continue the development of the work. This web repository will include a crowd-sourced process guide intended for a national audience that illustrates the strategies and processes used for engagement, policy development, institutional work and project documentation. Though this project will not assess long-term benefits of the process-guide, the intent is that the DQP creation process in *other* states will be eased and improved as they study the “lessons learned” by Oregon.

What activities or strategies will this project employ to produce these outcomes?

Activities are described in the project timeline. Strategies are generally based in the DQP framework developed by the U.S. Department of Education, broad current student success initiatives in Oregon, connecting the Common Core State Standards to degree quality, and a focus on collaboration and flexibility to ensure the commitment of all participating-institutions.

What products and/or services will the project generate?

The *Oregon DQP Project* will generate the Oregon degree qualifications profile and a process guide that can serve as a guide for other states in creating their own DQP. The process guide will illustrate challenges and opportunities for DQP processes in small, rural community colleges and universities, and in large urban community colleges and the state’s largest flagship universities.

What evidence and/or theoretical framework suggest that these activities, strategies and products will achieve the desired outcomes?

Oregon’s own experience and practice of collaborative alignment for degree requirements (Oregon AAOT and OTM degrees) provides evidence that a similar undertaking for the *Oregon DQP* will be successful. The project will model conversations after the successful experiences in systemic development of higher education learning outcomes that are well documented through the Bologna processes among European colleges and universities. In addition, the national work of the American Association of Colleges and Universities (AAC&U) provides numerous examples of successful collaborative work to develop collegiate learning outcomes.

Why is your organization best suited to pursue this project? Please describe the organization’s capacity and commitment to complete the project.

The coalition of Oregon’s independent community colleges and OUS system of four-year colleges and universities is an excellent testing ground for the DQP. The state has been working toward the governor’s 40-40-20 completion goal and other student success initiatives for several years, and the Chancellor of OUS, the Commissioner for CCWD, and the state’s higher education administrators and faculty recognize the importance of having a shared understanding of learning outcomes and describing them clearly and systematically.

Lane Community College as Lead and Fiscal Agent:

² e.g., more frequent communications, discussions with all levels (not just institutional-level) of higher education stakeholders, deliberations regarding learning outcomes re: skills for employment,

The college's size, leadership and history with statewide, project implementation make Lane an excellent fiscal agent and leader for the *Oregon DQP*. Lane is the second largest (FTE) community college, in the second-largest metro area and is located centrally in the western half of the state. Lane has the ability to support large-scale collaborative work and the college's grants staff includes a grants implementation manager who works closely with grants accountants to manage fiscal accountability for all projects.

The college's administration is dedicated to improving student success, and is actively involved in state-level projects to support student success. President Mary Spilde is Chair of the American Association of Community Colleges (AACC) and serves on their Sustainability Task Force. She is a Board member of the American Association of Colleges and Universities (AAC&U), the National Institute for Leadership Development, and the National Committee for Cooperative Education. Dr. Spilde also serves on the steering committee for the American Presidents' Commitment to Climate Control, and she co-chairs Oregon's Post-Secondary Quality Education Commission—a team to address the need for stable state funding, how to meet the workforce and labor needs of the new economy, how to ensure the structural flexibility needed to drive innovation in the economy, and how to ensure affordable, reliable access for students.

Vice President Sonya Christian has been an active member of the Student Success Committee in Oregon for many years, and has lead the state in several student-focused initiatives such as Oregon state-wide discussions with the 17 community colleges and 7 universities on the Degree Qualifications Profile; the state-wide Learn Works taskforce to develop the K-20 educational framework for Oregon; state-wide community college Win-Win initiative, funded by Lumina, to get more students completing an associate's degree; successfully applying as one of the twelve Roadmaps colleges in the nation for the AAC&U Roadmaps grant.

In 2010 the college joined Achieving the Dream, the first college in the state to do so, and has been working since this time to gather and analyze data to implement programs to improve student outcomes. Also in 2011, Lane led the statewide application for the Lumina-Hewlett-Gates grant to work on common core state standards alignment.

Finally, the college has leadership in the Foundations of Excellence, the Core to College project, WICHE passport, Reverse Transfer, Win-win project.

Project Timeline

Create a timeline that shows as many of the following as applicable: 1.) Project activities, 2.) Evaluation activities, and 3.) Deliverables (e.g., reports and anticipated product releases).

Year ONE Project Activities	Party Responsible for Implementation	Evaluation Activities	Deliverables
1) Co-coordinators assume responsibility and hire Web/IT tech, recruit advisory committee; 2) Initiate project formative and summative evaluation; 3) Create working draft of DQP template; 4) Review State laws/ policy to ease implementation of DQP across OUS and CC systems; 5) Plan and implement DQP Kickoff Institute for OUS & CC local-teams; 6) Advisory Committee Meeting	1) Project PIs and 2) Leadership Team (see list in narrative for names) and Educational Policy Improvement Center. 3) institutional teams 4) co-coordinators Baker and Schafsma 5) co-coordinators 6) Advisory Committee and co-coordinators	Collaboratively develop milestones to track progress toward short, medium, and long term outcomes. Develop or adapt tools to track progress toward milestones, including meeting logs and campus quarterly reports.	Uniform template guiding DQP development, Kickoff Institute design and curriculum; Record of each campus's approach to training and engaging staff/ administrators/ faculty; record of each campus's approach to developing competencies. Focus areas: Intellectual Skills and Broad Integrative Knowledge
Year TWO Project Activities	Party Responsible for Implementation	Evaluation Activities	Deliverables
1) Meeting with CAO's and faculty to discuss policy improvements/ changes necessary to coordinate DQP between CC's and OUS; 2) Begin creation of On-line system for DQP drafts from individual campuses; 3) Advisory Committee Meeting; 4) report from campus-teams; 5) Campus-teams continue work on competencies/ template. 6) On-line Submission system completed; 7) Advisory Committee Meeting; 8) Training creation/ implementation for On-line System submission;	1) co-coordinators 2) Web/IT tech (to be hired) 3) Advisory Committee and co-coordinators 4) campus-teams to co-coordinators 5) campus teams 6) Web/IT tech 7) Advisory Committee and co-coordinators 8) co-coordinators and Web/IT tech 9) campus teams to co-coordinators.	Collect meeting logs, quarterly reports, and campus DQPs. Analyze data for progress toward milestones. Report to Advisory Committee and project leadership.	Record of policy discussions needed for smooth implementation of DQP at a state level report; record of development process at each campus; submission system; detailed record of how to create such a system. Focus areas: Applied Learning and Specialized Knowledge.

9) Campus-level teams submit completed Competencies-Template and Record of development-process			
Year THREE Project Activities	Party Responsible for Implementation	Evaluation Activities	Deliverables
<ul style="list-style-type: none"> 1) Compile all campus level draft language; 2) Create clear PR plan for eventual release of DQP; 3) Broad review of Draft DQP; 4) Evaluation of DQP by outside party; 5) Release of final DQP to state stakeholders and nation. 6) Design necessary mechanisms for recording student attainment and passed between institutions for transfer; 7) Governor/State make policy changes to implement DQP. 	<ul style="list-style-type: none"> 1) co-coordinators 2) co-coordinators 3) leadership team 	<p>Collect meeting logs, quarterly reports, and campus DQPs. Analyze data for progress toward milestones. Report to Advisory Committee and project leadership. Disseminate evaluation results to national organizations.</p>	<p>Record of evaluation-process; Final Draft DQP; Record of Policy change process Focus areas: Civic Learning and Institution-specific areas and integrated Oregon DQP framework.</p>

Communication

Indicate how you will share information about the project.

All state participants will be involved in information sharing at the statewide level and within their institutions. The project will use web technologies, traditional media contacts, conferences, meetings and conversations to share information with a wide range of constituents, both in-state, nationally and globally.

Who are the audiences for these strategies and this project?

Audiences primarily are the faculty and academic deans at the 24 institutions of higher education. Secondly, the audience will include students; employers; State of Oregon personnel involved in education; the Lumina Foundation staff; and, the national and international community of interested participants in the development of degree qualifications profiles and alignment of learning outcomes.

How do you anticipate communicating about this grant, if awarded?

Participating community colleges, universities and government agencies in Oregon are already involved in discussions about developing the *Oregon DQP*. The grant award will be announced through coordinated press releases statewide from participating colleges, universities and government agencies and will coincide with initiating the website for the project.

How do you anticipate communicating about the progress, actions and strategies of this grant?

The project will establish a dynamic website that will publish events, activities and accomplishments in a nationally and internationally public forum. The website will also link to e-blogs tracking the work in progress among the variety of work teams among and within institutions. The e-blog format also will invite short working papers, opinion pieces and reflection on practice throughout the project. Work teams may also use Google tools or Wikis to support the development of detailed elements of the project. Given the large distances between participating colleges, the project also will use webinars and teleconferences to further the goals of the project. Additionally, the project leadership team will develop press releases and media contacts for project events and accomplishments. Individual institutions and the state offices for OUS, CCWD will share events and accomplishments through their internal and external media offices.

Internally, participating institutions, CCWD and the OUS systems will make quarterly reports to their staff, as well as announce progress through normal media channels. Colleges and universities will provide regular updates to their internal councils and boards.

The project leadership team will establish communication standards, including timelines for regular communication with Lumina and the national Advisory Committee.

How will your communication efforts benefit the success and sustainability of the project?

Communication among all participants is essential to achieving the goals of the project. The communication methods and organizational structures for interaction among the participants will ensure buy-in and sustain the *Oregon DQP Project* long after the initial grant funding. The

project's sustainability will rely on ongoing collaboration and teamwork, supported by the institutions, Chancellor's office and Community College and Workforce Development office.

Communication with students during the development of the *Oregon DQP* will ensure that the curricular framework will be evident to students and help them to be intentional in charting their educational endeavors.

Sustainability

Oregon is dedicated to improving student success and expanding its citizens' education. Because this work supports the 40-40-20 goal and the ongoing work in Oregon higher education, continued momentum is assured. Further, we anticipate that the *Oregon DQP* will be embedded in the graduation expectations of each institution. Institutions will be able to map program or major's outcomes to the DQP framework, thus assuring ongoing usefulness of the descriptive curricular framework.

How will you ensure continued funding, if necessary?

Developing the Oregon DQP will require funding for the three-year plan outlined in this proposal. The participating institutions and statewide offices will support this work through dedicating time and effort from faculty, staff and administrators. As committed participants, the colleges and their state-level OUS and CCWD staff will continue support for the structure of the *Oregon DQP*.

How will you sustain the desired outcomes of the project?

Currently there is a framework for degree requirements and course articulations among community colleges and OUS institutions that is managed by the CCWD and OUS Chancellor's offices; and through institutional level agreements. The *Oregon DQP* framework would inform standards for degree requirements and articulations and will be sustained as part of the normal work of degree approval, program articulations and alignment. Once the DQP framework is created and tested, the foundation is available to expand the framework into all disciplines.

Project Management

Principle Investigators: Sonya Christian and Connie Green

Leadership Team: The Leadership Team takes a high-level role during the *Oregon DQP* process. Team members will serve as policy leaders, assist with systems development and ensure smooth coordination between the four-year Oregon University System and Oregon's community colleges. This ten-person team is composed of: Vice Chancellor for Academic Strategies at the Oregon University System; Commissioner of the Department of Community Colleges and Workforce Development; Vice President for Academic and Student Affairs Lane Community College; President of Tillamook Bay Community College; Executive Vice President of Academic Affairs and Workforce Development at Linn-Benton Community College; OUS Assistant Vice Chancellor for Partnerships and Collaborations; an OUS provost; and, three additional chief academic officers from the community colleges or universities.

Steering Committee: A larger Steering Committee for the *Oregon DQP* is composed of fifteen to twenty representatives who are “in the trenches” at the state’s two- and four-year institutions, as well as state officials and K-12 administrators and teachers.

Advisory Committee: The Advisory Committee will be made up of national policy experts who supply a national context to the project, and provide expertise in their respective areas. The Advisory Committee will meet virtually on a quarterly basis to guide the project.

Campus Teams: Campus Teams are guided by both the Steering Committee and the Leadership Team, and serve to implement the project at the individual campus level.

Project Co-Coordinator and Web/IT personnel: The project work will be directed and overseen by the two project co-coordinators who will ensure the project is meeting its objectives and is being implemented in a timely manner. The web/IT personnel will be in charge of creating a dynamic web-based worksite and supporting communications among all participants to ensure access to materials as they are developed, create an interactive template, and support the other technologies needed for the project.

Evaluation

How will you know if the project is making progress as intended? Describe any tools (e.g., project records, surveys, task checklists, attendance records) that you will use to track project performance.

The project will use multiple strategies to obtain evaluative data throughout the project. These will include self-evaluations within workgroups; project oversight evaluation by the Advisory Committee, Steering Committee and Leadership Team. As a development project, the evaluation will have a strong focus on formative evaluation to guide in “course corrections” throughout the three-year period.

In the first quarter of the project, the Leadership Team will work with the co-coordinators to develop process milestones and tracking tools for the campus conversations and collaborative multi-level conversations among all participants. The process milestones will be tracked through meeting logs and quarterly status updates from each participating college and work team.

How will you know if the project is resulting in the outcome you expected? Describe indicators, their sources and any other tools you will use to monitor project outcomes.

The co-coordinators will conduct quarterly evaluation of pilot colleges' completed template work on developing components of the *Oregon DQP*, basing assessment on the previously determined milestones and outcomes for each year of the grant. The Leadership Team will review these quarterly, formative reports in order to address any discrepancies between projected outcomes/timelines and actual progress. These quarterly reports will provide formative evaluation and will assist the advisory committee and Leadership Team to make needed changes to the original plan. The co-coordinators will prepare an annual summative assessment to ensure compliance with the project's articulated outcomes for each year; these will also serve as formative tools for the coming year.

Who will be responsible for collecting and analyzing these data?

The co-coordinators of the project will be ultimately responsible for collecting and analyzing the data with the leadership team. However, each work team at every level of the project will be accountable for providing evaluation data.

Who will be interested in the evaluation results other than your organization and Lumina Foundation, and how do you plan to communicate the results to them?

The nation's two- and four-year institutions and related state agencies will be interested in Oregon's results. Dissemination will occur throughout the project through the website, through multiple national conferences and publications.

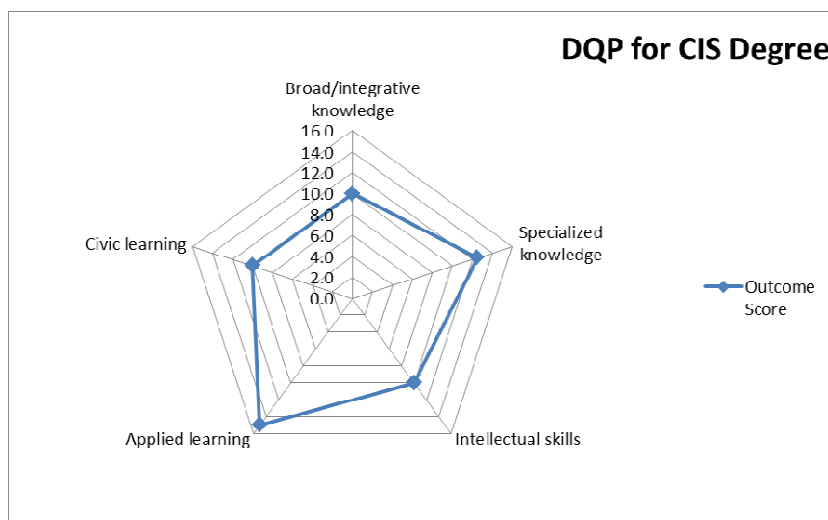
Appendix A

An example of institutional engagement with the DQP

The DQP with its set of five meta-outcomes areas forming the vertices of the spider web is more than just a conceptual framework for faculty and academic deans. Initial beta testing of this framework at Umpqua Community College involved a mapping exercise undertaken by CIS faculty that was then extended to students. This mapping was used to review program course outcomes for the Computer Information Systems AAS degree, using a weighted approach to map these outcomes by percentage to each of the five areas in the DQP. Current work is on extending this mapping to both a) derived “coverage” of *program* learning outcomes by the program’s courses’ learning outcomes (a sort of *Course Qualifications Profile* derivation of the DQP), and b) to use a similar bottom-up mapping of the program’s courses’ assessment tools against the DQP to systematically validate assessment of the indicated profiles.

Faculty mapping

Early in fall term of 2011 a conversation was initiated by the UCC Dean of CTE with a CIS faculty member, concerning the role that the DQP as a framework for an associate’s degree. The faculty member created a spider diagram that captured his perception of the high-level program percentages for the five areas of the DQP:

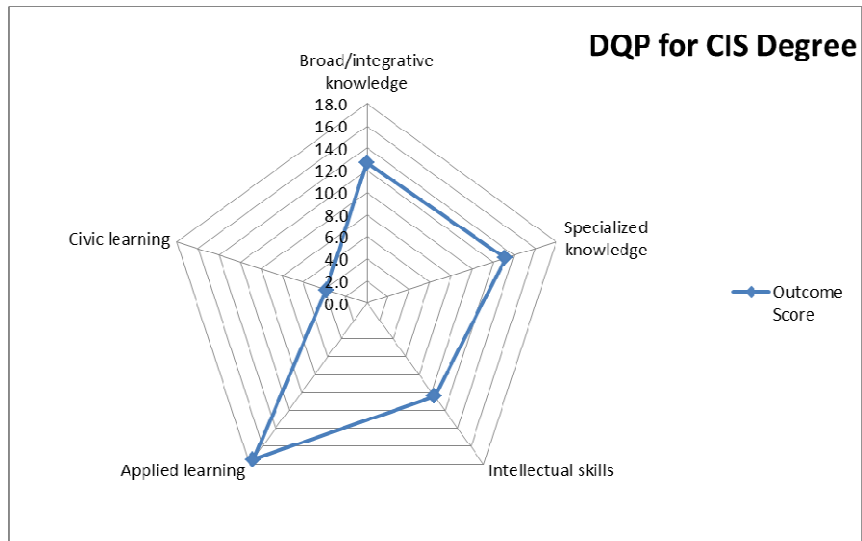


- Broad/integrative knowledge
- Specialized knowledge
- Intellectual skills
- Applied learning
- Civic learning

This faculty reflection resulted in the spider diagram seen above, an intuitive sense of the CIS program “profile” under the DQP meta-outcomes. This largely balanced profile shows an emphasis on applied learning appropriate for an AAS technical degree.

While the profile that emerged was completely reasonable and seemed appropriate, in discussions the Dean and faculty member agreed that a more accurate profile might be had by mapping to the DQP meta-outcomes *each* of the course outcomes for all courses in the program.

A spreadsheet was constructed with a tab that listed all program courses, with all outcomes for each course. This model used an expediently simple weighting scheme that assumed equal weights for all courses, and within each course, equal weights for each outcome. The faculty member walked through each set of course outcomes for what were in the faculty’s judgment, “core” courses in the degree.

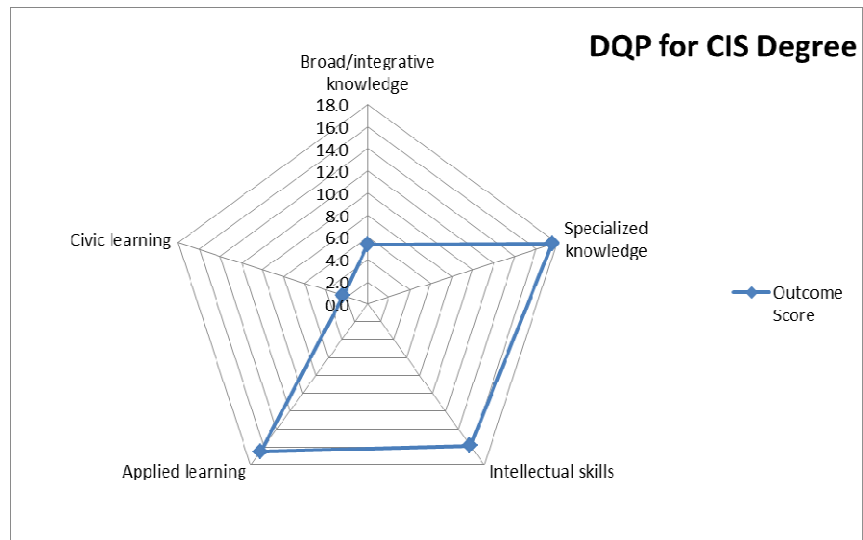


Again, this was a quick exercise, not intended to do more than illustrate the process by which a program could be mapped to the DQP using a bottom-up derivation based on the learning outcomes for courses in the program, resulting in the spider diagram shown above.

Although the exercise did not include some courses that might have increased civic learning, it was nonetheless somewhat of a surprise for the faculty member to see the shift in the program’s profile from what was his intuitive assessment versus the profile that emerged from actually mapping the course learning outcomes to the DQP and deriving the spider diagram from this equally weighted set.

Student mapping

In the discussions that followed, the idea emerged to use this same process to assess the perceptions of a *student* who had completed the program, again more as an informative exercise than as a valid mapping. A student who volunteered to engage in the mapping did the same process of



assigning percentage weights for each course he had taken, again excluding general education courses. The resulting spider diagram is listed here.

The dramatic foreshortening of the “Broad/Integrative Knowledge” axis led to discussions about whether this was due to:

- a) students simply not being aware of what material in this dimension was being taught,
- b) a gap in the faculty member’s perception of the extent to which this dimension of knowledge was being taught, or
- c) an “assessment gap” where the course assessments were weighted more heavily toward specialized, applied and intellectual skills, resulting in a student perceptual bias toward what was assessed rather than what was taught.

Currently an effort is underway to collect more student responses from the 2012-13 graduating class to further investigate how students perceive their education against the DQP meta-outcomes. Preliminary results maintain the low profile of “civic learning,” show less foreshortening of the “broad/integrative” dimension as more students participate, but also document dramatic differences in individual student perceptions. This may be due to variability of students’ naïve interpretations of the meta-outcomes.

Additional work planned for the summer of 2013 includes:

- mapping the major CIS course assessment tools to the DQP
- exploring different weighting schemes
- integrating the DQP framework explicitly into instruction as a tool to help the students better understand their own educational process and goals
- explicitly mapping course outcome *assessments* to program learning outcomes as part of a broader institutional effort to use the DQP as a method to systematically validate the achievement of program learning outcomes.

Although this work is a simple exercise that is by design limited in scope, it has already motivated very productive discussions with both faculty and students; it demonstrates how relatively easily a course learning outcome analysis for program courses can be used to *descriptively derive* a program profile; and it points the way toward using the DQP as a descriptive tool that can validate a given program’s effectiveness in making educational goals visible to students, and as a summative tool for assessing whether the program’s learning outcomes have truly been met.