

## OREGON DQP: What's Next?

### 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: 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.

*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: Community colleges in Oregon will create a descriptive profile for associate's degrees. Universities in Oregon will descriptively create profile for the baccalaureate degree

*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*: 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.

*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*: 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.

#### **Questions for the Core Team:**

**We are well on our way to meeting objective four, and also objective one as far as participation. Every institution is unlikely to use the mapping tool. However, we will learn from those who do it, and also from those who do something different. Since this is a learning grant, this variation seems reasonable. What do you think?**

**The real challenges rest in objectives 2 and 3. We want to build on current work....What efforts that are similar to “horizontal alignment work” are currently happening? How can we connect with this work? Who needs to be in the conversation?**

**How do we help create conversations about vertical alignment? This will likely involve just some of the schools. Do you have ideas for the best way to support this work?**

**What guidance can you provide as we determine reasonable goals for year two, on our way to success for year three?**