



## Email conversation initiated by Ron Baker re: Direction of DQP

Good morning members of the Oregon DQP Listserv.

As you may know, in recent weeks the Oregon DQP Leadership Team has been exploring the possibility of modifying the focus for the final year (2014-2015) of the three-year Lumina grant to use the DQP as a framework for practice. One of the options being explored is the possibility of working with a small set of institutions to look at recording/reporting/transcribing achievement of student learning outcomes. Before going too far down that road we would like to have a sense of those institutions, including those institutions engaged in similar work with other initiatives, that may be ready/interested in investigating that aspect of educational practice.

We realize it is very short notice, but any interest/suggestions/comments you have on this option will be included in tomorrow's (Wednesday, March 5) Leadership Team meeting. Please feel free to post your comments to the listserv or to send them directly to me.

Once again, I apologize for the short turnaround. Our intent is to see if there is a reason to consider the viability of this option for further discussion.

Ron Baker  
Oregon DQP Project Advisor

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Ron,

This is exactly where we are at SWOCC. As an initiative for accreditation, we want to go through the entire outcomes assessment process with as many programs as possible over the next 9 months. We are finishing up making sure all courses have clear and measurable outcomes, that all programs have program outcomes, and that the course outcomes have been mapped to the program outcomes. The next step is to then get pilot programs to map program outcomes to our gen ed outcomes. Then we want a pilot group of programs to work on developing multiple measures of how students are achieving outcomes in their courses, analyze the data, and then make changes to their courses based on the results. We would be very interested in working with DQP in any way that would help us to achieve these goals. We are going to be one of the three OR CC working with the Multi-state collaborative on outcomes assessment. Please let me know what your Leadership Team is looking at for this project and if you would consider including us in your work. Let me know if you need any further information from us. Thanks,  
Ross

Ross Tomlin, Ed.D.  
Vice President of Instruction and Student Services  
Southwestern Oregon Community College



Hi, the Lane team has been discussing the options you shared at the last conference call. We've talked with our group and also with Lane's Assessment Team. There is some interest in discipline level work, more in the vein of tuning and articulation. Our writing/composition lead faculty expressed their ongoing interest in working with UO writing/composition folks. Our folks have been active with writing assessment work and articulation conversations through OWEAC.

We see some possibilities emerging from other avenues at UO, through some initial conversations with Dr. Ian McNeely, Associate Dean for Undergraduate Education. OSU has been welcoming in many areas of articulation. Lane is moving to promote two Associate of Science options, one for transfer to UO and one for OSU. These conversations may afford opportunities to "do something DQP-like." The Associate of Science articulations may be the best avenues for the type of project you outlined below. We are following in the footsteps of LBCC in our plans for targeted AS options, so it might be possible to make a team of Lane, LBCC, OSU and possibly UO as well.

We will be likely to pursue all these activities anyway, with or without a DQP project.

We agree that the DQP conversations have put a light on the quality aspects of the completion agenda. We find value in the discussion of "what do our degrees mean." However, we feel the many other political entities now engaged in standards and/or accountability discussions (Connected Lane County, Core to College, OEIB) may be sidelining the DQP conversation. We wonder if the DQP is an effective or significant lever in these current conversations.

Respectfully,  
Sarah

Sarah L. Ulerick, Ph.D.  
Division Dean, Science  
Lane Community College

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Hi, Sarah,  
I want to add the caveat that it is almost impossible to do any kind of meaningful assessment work without the involvement of PT faculty, which means paying people to attend meetings and participate in workshops. If DQP moneys can be used to facilitate this work between UO/LCC to include PT faculty voices, that would be a good thing.

As you are well aware, our department is heavily comprised of PT faculty (14 FT faculty vs. 45+ PT faculty).

I'm not making the argument for the necessity of the DQP but trying to emphasize how one of our biggest impediments to meaningful assessment within the college is lack of funding for PT faculty involvement . . .

Best,  
Kate Sullivan  
Lane Community College



Hi Ron,

LBCC and OSU has completed some of the DQP work comparing the institutional and WR 121 student learning outcomes. We are starting to look at rubrics in each of our institutions, approaches to scoring of student work and prioritizing student writing skills at the 121 level. Although OSU will be participating in the LBCC WR 121 scoring sessions, we have not yet progressed to actually comparing achievement of SLOs between the two institutions. We are headed that direction, but have not yet made that step. I don't know if the efforts I describe is along the lines of what you were asking, or if it falls short because we have not yet engaged in joint or comparative assessments of SLOs, but I thought I'd mention it. I have cc'd Katie Winder of LBCC on this email. Since your request is a quick turn-around time, Katie and I have not had a chance to talk and I cannot necessarily volunteer our two institutions for this direction of work, but I don't think that is what you are asking for at this point.

In addition, OSU is part of the multi-state collaborative and will be assessing writing at the junior/senior level and comparing it at the state and national levels (quantitative literacy and critical thinking are in the queue).

Sincerely

Stefani

Stefani Dawn, PhD  
Interim Director  
Academic Programs, Assessment, and Accreditation (APAA)  
Oregon State University

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Hi All,

EOU will be working closely with BMCC to move any WICHE Passport transfer work forward w/ a focus on Written Comm, Oral Comm, and Quantitative Literacy. Through DQP, we can broaden the conversation w/ TVCC. However, this is in an environment of great distraction as well as curricular transformation and I am not in a position to over-promise for Y3, but must move forward w/ or without a Y3 of DQP.

Sarah

(2<sup>nd</sup> Email from Sarah Witte – EOU)

I am unable to be at this call but have asked Donna Evans to stand in for me (I am on my way to Seattle for NWCCU Workshop). EOU is willing to do whatever the will of the group is for Y3. We are exploring transcription w/ BMCC through the WICHE Passport, and will continue our work with BMCC, begin work with TVCC, and move forward with the Oregon Summit faculty focus on Written Communication and Quantitative Literacy this spring and next fall contributing samples to the MSC.

I will have the Y2 report submitted by Friday afternoon.

Thanks,

Sarah Witte  
Eastern Oregon University



Good Morning Ron:

Rogue Community College has been engaged with what we call Institutional Learning Outcomes (ILO's) for the past 5 years. We would be interested in continuing this work under the Lumina grant to work on appropriate assessment models and reporting/transcription of those assessments.

Thanks,

Bill Jiron  
Rogue Community College