

Core Team Discussion of DQP Grant Objectives

As we discussed at our last core team meeting, Connie has been keeping Lumina informed about Oregon's "pause" in DQP work to participate in the conversation about initiative fatigue and to attempt to align the DQP work with other projects in Oregon. Connie and Holly had a rich and interesting phone call in January, and this opened the door for making changes in our objectives for the DQP grant. In light of the direction Oregon is taking with general education outcomes and assessment across public 4 and 2 year schools, we would like the core team to discuss whether or not the DQP grant objectives support the direction Oregon is headed. Based on the core team discussion, we may want to make changes to our objectives or make changes to the length of the DQP grant. Any changes in our work need to be submitted in writing to Lumina by early March. One of the strengths of this project has been our interest in supporting the existing outcomes and assessment work within institutions and across the state.

A reminder of our current objectives:

As the grant currently stands, there are several things to be accomplished in the remaining months:

1. Ultimately, by August 31, 2015, we are to submit an Oregon specific Degree Qualifications Profile. This is stated in the signed agreement with Lumina. The following objectives are from the grant proposal.
2. 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 degrees will include (1) the creation of a spider web that maps the specific outcomes of that degree to the meta-outcomes of the DQP, (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 change 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.
3. Horizontal Alignment : 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.
4. Vertical Integration: 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.
5. Recording: By end of grant period an *Oregon DQP* 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.

We have several options before us:

- 1) Amend the DQP grant to end as of August 201 and share what we have learned. Lumina is releasing a revised DQP model 2.0. They would value our input and insights on that. We could participate in the spring professional development conference in a way that forwards Oregon's work and provides additional input to Lumina about the DQP.
- 2) Continue for year three with focus back on DQP outcomes. Keep our same objectives or tweak them slightly.
- 3) Suggest a revised plan of investigation of the DQP that might include only community college or universities. We could concentrate on just alignment of the AAOT or specific degrees within universities.
- 4) Other ideas?

Future Lumina Directions

In the fall, Lumina is releasing a new "tool kit" that includes the DQP, templates for faculty, crosswalks between DQP and LEAP, and other tools. All of it is designed to address the broader conversation of new credentials and proficiencies in higher education. They are looking at how credentials earned outside of higher education can contribute to, and connect with, higher education degrees and certificates.