Oregon DQP Project

Second Year Interim Narrative Report

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Lumina Foundation for Education
Oregon Degree Qualifications Profile Project
Grantee Interim Narrative Report Outline
April 30, 2014

Grant Information
Legal Name of Organization: Lane Community College
Common Name of Organization: Lane Community College
Lumina Foundation Issued Grant Number: 7978
Grant Start Date: September 1, 2012
Grant End Date: August 31, 2015
Period Covered by this Report: March 31, 2013 through March 31, 2014

Preamble
The primary purpose of the Oregon DQP Project is to employ the DQP framework to engage seventeen (17) pubic two-year and seven (7) four year institutions throughout Oregon in purposeful discussions and reflections on the meaning and alignment of their degrees. Fulfillment of this purpose is advanced through active institutional participation in three Oregon DQP initiatives:

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.

Section I: Progress on Goals, Activities and Timeline
The Oregon DQP proposal submitted to the Lumina Foundation identified four primary project objectives (paraphrased below).

Objective 1 - Institutional Engagement: By end of year one, seven community colleges and three universities will be actively engaged in the Oregon DQP Project. By the end of year three, all seventeen community colleges and seven universities will be actively engaged in the process and advancing the work.

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.

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.

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.

As noted in its 2013 Interim Report, a number of unanticipated governance issues and changes in leadership have significantly impacted fulfillment of the Project's ambitious goals and objectives, particularly those for the second and third years of the grant.
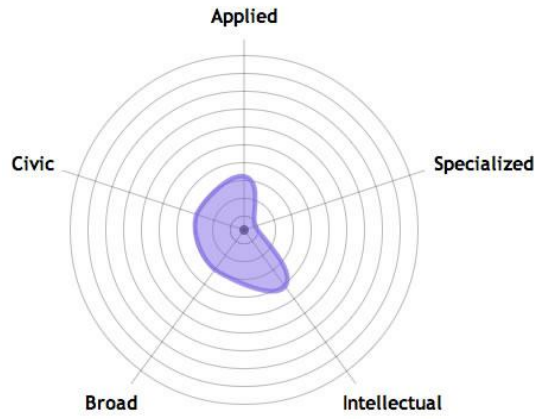
Progress on Objective 1
During year one, twelve community colleges and six universities reported activities and progress on institutional engagement. During this second year, seven community colleges and five universities included institutional engagement on their year 2 work plans. Some examples of the work they planned to do when the work plans were submitted in fall of 2013:

- Use the DQP to gauge the appropriateness and viability of their institutions' current outcomes, their measurability, and how to improve assessment of their learning outcomes. The primary result was to affirm the existing learning outcomes while identifying areas for improvements in assessment processes and use of results.
- Share research, best practices and publications on assessment of student learning outcomes and use the DQP to deepen organizational understanding of the value.
- Examine how the DQP learning outcomes align with the learning outcomes for the various degree programs, such as Communication, Economics, and Aquarium Science. In some cases this led to substantial rewriting of student learning outcome statements for the various degree programs offered.
- Map the institution's general education learning outcomes to the DQP. This sometimes included a particular focus such as Writing/Composition Outcomes and other times included the entirety of the institution's general education. This resulted in changes in the learning outcomes, most often to clarification and further articulation of the institution's commitment to civic learning.
- Map student affairs co-curricular learning activities and outcomes to the DQP to create a visual representation of how these learning opportunities contribute to the student achievement of learning outcomes. Although this has been frequently discussed amongst institutions, no map has been posted on the website to date.

The following three examples of spidergraph maps provide a visual representation of the alignment between the learning outcomes of a program or degree and the DQP learning outcomes.
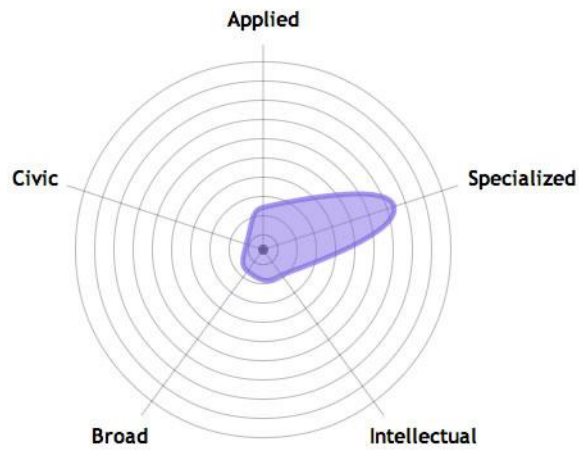
Lane Community College
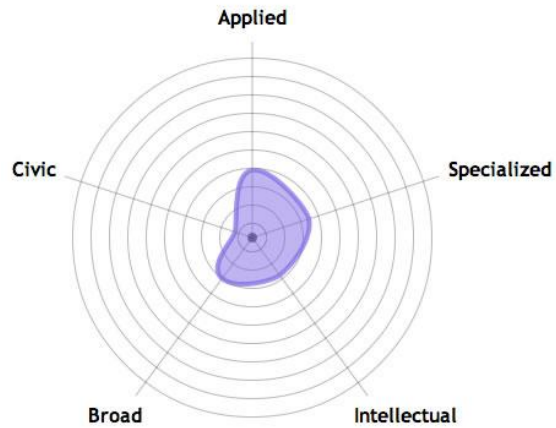## AAOT

Oregon Institute of Technology
Communication Studies

Umpqua Community College
Computer Information Systems

Progress on Objective 2

As stated in the first year progress report, attention to Horizontal Alignment was postponed to the second year of the project and became the primary topic addressed at the October 2013 conference. This conference focused on alignment of general education outcomes across community colleges and universities. Thirty-two people from ten community colleges and four universities attended. The very participatory agenda for the day included:

1. Small group discussions of the learning outcomes from Lane Community College, Oregon Institute of Technology, Oregon State University, Southwestern Community College and the Associate of Arts Oregon Transfer (AAOT) learning outcomes and these were compared to the DQP outcomes. Groups were asked to record differences, similarities, gaps, and other observations. Results of these conversations are available on the Oregon DQP website.

2. Small group discussions of five different topics related to making change happen in their institutions. These topics included the connection between general education and a student's major, teaching and learning conversations at their institutions, ideas for involving people in conversations about learning outcomes across all fields, connections between associate degree outcomes and junior status at a university, and connecting assessment to the learning outcomes alignment conversation. These afternoon discussion questions can also be found on the website.

3. Participants were asked to summarize the thoughts of the people at their table in response to the question, "Is there work to do on alignment in Oregon?" They were also asked to articulate a goal for alignment work in Oregon and identify possible first steps or existing work that we should build upon. A summary of the discussion and identification of next steps can be found on the website.

At the conference, there was general agreement that alignment of student learning outcomes could be improved amongst the 24 public universities and community colleges. Although the AAOT has been in place for many years, it could work better for students. However, the budget challenges, the reduction of the Oregon University System (OUS) office, and the multiple changes in higher education leadership all make it difficult to focus on this work at this time. Mapping our outcomes to the DQP is possible. However, we want to use a framework that actually helps us increase alignment and helps us develop meaningful and useful assessment, and it doesn't appear that the DQP will do this.

In September of 2013 and January of 2014, the Oregon University System sponsored two cross institution statewide conversations to discuss ways that the many statewide initiatives could be better coordinated and connected. The DQP project leaders and many members of the DQP Core Team participated in these conversations. Three recommendations emerged that caused the DQP core team to rethink its primary focus for the future.

1. Create opportunities for faculty to work on alignment of written communication and quantitative literacy outcomes and then develop and share assessment strategies. This could parallel the work of the multi-state collaborative.

2. Create opportunities for faculty to work collaboratively on alignment of other learning outcomes. Use the LEAP Intellectual and practical skills for organizing this work. In addition to written communication and quantitative literacy, this framework includes oral communication, critical and creative thinking, inquiry and analysis,

information literacy, and team work and problem solving. These categories more closely align with the curricular structure and outcomes in Oregon than the meta-level knowledge areas of the DQP. The work that many institutions have accomplished with the LEAP outcomes makes the DQP work less meaningful and more repetitive.

3. Create opportunities for faculty to learn from each other and to engage in professional development around outcomes and assessment work.

4. ! Student learning outcomes won't have real visibility and meaning to students until they see their assessment results and see their progression through the attainment of these outcomes. Just as a student needs to see their progress through the series of courses that culminate in a degree, they need to see their progress through attainment of learning outcomes. This will require some creative work from Student Services and Registrars to help make this visible to students.

Recommendations 1, 2 and 3 will be addressed by the Teaching Talks Conference in late May, sponsored and planned by Oregon University System. Recommendation 4 is the basis for the changes we are suggesting for Year 3 of this grant and details are outlined in Appendix A.

Progress on Objective 3
In the work plans for year two, six institutions identified goals in the area of vertical integration. These goals focused on several different types of work, including:

- Bringing the DQP into already existing articulation agreements and discussions between universities and community colleges
- Focusing on assessment processes as a method for better understanding the outcomes and assignments used to assess those outcomes amongst institutions. Although the DQP might be used to bring institutions together for these discussions, it was not a central focus of the work. Four institutions focused their work on writing/composition outcomes.
- Using the DQP to open conversations between institutions that have frequent "shared" or transferring students.

Only two institutions have moved forward with vertical integration discussions. Linn-Benton Community College (LBCC) and Oregon State University (OSU) faculty are deep in conversation about general education writing outcomes and are sharing assessment rubrics and processes. As part of this work, faculty are engaged in the development of discipline-appropriate rubrics for evaluation of general education outcomes. These conversations are a direct result of the DQP project in Oregon, but the DQP framework was not used as the focus of the conversation. Faculty seem eager to share and learn from each other when discussing the construction of assessment assignments and the rubrics used to determine a student's proficiency.

Progress on Objective 4
As evidence of progress in achieving Objective 4, a comprehensive and robust Oregon DQP website continues to be used to capture artifacts from the project. It is also the primary vehicle for intra-institutional, inter-institutional, and extra-institutional communication of the project's progress and accomplishments. A more comprehensive description of the Oregon DQP website is described in Section IV of this report.

Section II: Major Changes
The project continues to experience changes in key leadership personnel as people transition to new positions and responsibilities. Twelve of the twenty-four institutions have experienced a leadership change that directly impacted the DQP project at their institution. Membership on the core team and several institution DQP leads have changed in the past year.

Another important issue impacting the progress of the Oregon DQP Project is the work being done by Oregon institutions with other national initiatives focusing on identification, alignment, assessment, and or transportability of student learning outcomes. With the introduction of the DQP framework as the last such initiative being explored in Oregon, differences of terminology and similarity of purposes of those projects created a sense of confusion and paralysis, rather than understanding and application. Consequently, after a promising start the Project is experiencing a loss of momentum in progressing toward achievement of its original objectives. Comments from Project colleagues indicate that given the amount of time remaining in the grant, continuing work that focuses on the original Project goals and objectives will produce—at best— marginally diminishing returns on the investment of effort and funding. The Project Leadership proposes a modification for the third year of the grant that will both leverage and extend the benefits of the work completed to date in the Oregon DQP Project.

The revised Project proposes to draw upon the work undertaken in the Oregon DQP and similar projects with identification, alignment, and assessment of student learning to focus on transcripting student learning achievements. Further details about these proposed changes can be found in Appendix A: Project Proposal. If these revised objectives are approved by Lumina, Oregon is prepared to start work immediately. If these revisions are not approved by Lumina, the Oregon DQP project will wrap up current work and close the project and grant with a final fiscal report no later than August 31, 2014. Pursuing the objectives that were included in the original proposal will not be possible.

Section III: Evaluation
Informal evaluation of the project has taken many forms, although more formal mechanisms for evaluation have not been implemented. Institutions submitted year 2 work plan progress reports, which are currently being analyzed and summarized. Many of the learnings presented in this report are a direct result of these work plan progress reports. Discussions at Oregon DQP fall conference, discussions at the two Oregon-ized Summits, interactions during information forums, and feedback from the National Resource Committee and NILOA staff offer additional opportunities for informal evaluation of the project.

Section IV: Communication
The primary communications vehicle for the project continues to be the Oregon DQP website (https://oregondqp.org). The website is now responsive, so it shrinks gracefully from desktop monitor size down to mobile phone size. All images, videos and menus are also responsive and shrink gracefully. While redesigning the website, the database interaction was upgraded to use PHP Data Objects (PDO) to protect the data from hacking attempts and ensure that the website will be viewable for many years through server technology upgrades. Some care has also been given (and is regularly looked at) to make the website accessible for viewers with visual or other impairments. Where possible, documents uploaded to the website are also made accessible.

The Home page offers a brief introduction to the Oregon DQP as well as quick links to ongoing work. The remainder of the website is organized under five sections to provide comprehensive and transparent disclosure of all information related to the Oregon implementation of the DQP framework.

1. The About menu includes links to general info about the project on a local and national level as well as information about the Oregon DQP website and project logos.
2. The Groups & Meetings menu includes links to information about the four groups (Core Group, IT Group, National Resource Committee and Institutional Leads) and the meetings associated with those groups.
3. The Project Data menu is organized into Public Data, Work Plans, Activity Reports and Other Information. This is the menu that gets you to all the data associated with the Oregon DQP including In-Kind Contributions, Work Plan reports for each institution and other documents as well as all the institutional activity reports, supporting documents and a link to Spidergraphs.
4. The Project Management menu is organized into three sections for User Management, Project Data and Spidergraph management. From this menu you can get to supporting pages to recover your login password and edit your institution's Work Plans, In-Kind Contributions and Spidergraph data. Most pages from this menu require you to be logged in in order to see them.
5. The Conferences menu includes a list of upcoming conferences, a registration page and information about past conferences.

Regular communication amongst project participants is maintained in a variety of ways. The Core Group continues to have monthly conference calls to provide assistance and feedback for the Principal Investigator and Co-Coordinators. Information forum conference calls, which are open to all interested parties, have been conducted monthly in year two. These conference calls provide opportunities for institutions to interact with the co-coordinators and colleagues around the state. The agendas are designed to foster discussion among colleagues to share insights, challenges, and discuss new directions that will help institutions achieve their goals for assessment and student learning. Representatives from NILOA are present on these information forum conference calls. A self-subscribing listserv continues to be maintained and used to communicate with interested parties and disseminate information and materials about upcoming information forums.

To communicate Oregon DQP findings with key regional and national perspectives, a National Resource Committee was created. This group met and provided valuable input into and perspective about our work this year. Meeting minutes are available on the website.

All of these communication efforts are intended to establish a strong foundation for the project that will support institutions and continue their work beyond the scope and timeframe of the Lumina Foundation grant.

Section V: Learning
Institutional engagement and horizontal alignment between general education learning objectives can be a quagmire. There are constant changes within general education and multiple paths students can take to attain their degree. Attempting to fit these pieces together in some coherent structure for the entirety of Oregon colleges and universities is a difficult endeavor and with all of the other changes currently happening within Oregon's higher education structure and within higher education institutions, it is very difficult to prioritize this work over more pressing issues.

1. Enrollment in public higher education is decreasing in Oregon. Although this decrease was expected, some institutions have been challenged, both financially and programmatically by enrollment reductions. The reduction in resources has impacted some institutions' ability to engage in the DQP project this year.
2. Professional development for faculty, cross-institution meetings for faculty, and structures to encouraged faculty to engage in joint projects are needed. Some disciplines, such as writing, biology, and math, already have a structure for regular meetings to discuss alignment, outcomes and assessments across four year and two year institutions. Other disciplines do not have opportunities to meet, and this void is evident in a lack of curricular alignment. A conference in late-May, titled Teaching Talks will be focused on inter-institutional faculty dialogue and hands-on work with norming, assessment, and inter-institutional understandings of benchmarks and levels of performance associated with written communication and quantitative literacy. These opportunities will enable the faculty to further refine cross-curricular understandings of the learning outcome frameworks that contribute to the profile of what a degree means a student knows and can do.
3. Based on the goals identified on institutions' work plans, there is a tendency to begin alignment conversations within general education. This seems to be fertile ground for the alignment of learning outcomes. However, some institutions have struggled with engaging conversations about the "meta" level of the DQP outcomes. Some faculty are more focused on program and course level outcomes, and it can be a stretch to talk about the DQP outcomes except in very general terms. When people can get into the conversation, the framework helps them look at their learning outcomes and sum them up at the meta-level. It has started new conversations as they look across their curriculum.
4. Because the direct alignment between DQP and LEAP work is not readily clear, some institutions that are fully engaged in LEAP have been reticent about using DQP. It appears to be a repetition of the same conversation they had when beginning their LEAP work, and does not reveal deeper understanding, stronger assessment, or useful measurement.
5. Feedback about mapping an institution's learning outcomes to the DQP is mixed. While some institutions have found the spider mapping tool to be flexible enough to customize it to the institutions work and to be used at the course, program or degree level, other institutions have found the process to be redundant and to lack additional insight into student learning.
6. Some institutions have found the language and the visual representation for the DQP to be linear in nature, and may not adequately reflect the learning process for students. Learning outcomes related to global awareness, sustainable living practices, and creative processes were missing in the first version of the DQP. The verbs used at the associate

degree level aren't congruent with the student learning that occurs within that degree in Oregon. Some of these limitations of the first version have been addressed in DQP 2.0. Institutions who have reviewed DQP 2.0 find it aligns better with their existing outcomes. Lane Community College submitted to Lumina an [analysis of the 2.0 version](#).

7. A positive outcome of faculty engagement with the DQP and with AAC&U's LEAP Initiative is that the faculty have invested new effort into substantiating that the learning outcomes they had defined for students in their programs are actually the outcomes that the faculty seek for their majors. While some debate does exist on what level of learning outcome is attained at the associate vs. baccalaureate level, such discussion is healthy in ensuring the 4-year degree paradigms for our various majors are appropriately designed. Further, for some institutions, the DQP proficiencies have provided a solid base upon which to target assessment approaches that will yield valid, representative data on our students.

8. For some institutions, an unanticipated benefit of their engagement in the DQP/AAC&U LEAP process was the guidance these initiatives provided regarding proficiency-based learning outcomes. Such outcomes were incorporated in the design of the general education curriculum. However, it is important that the adoption of these revised outcomes by the faculty to be one of natural alignment of shared goals rather than an external demand upon the faculty's academic self-governance.

9. It appears that timing matters for successful discussions of and influences from the DQP. In institutions that were engaged with early development of outcomes and assessment, plans for future improvements in teaching and learning have resulted. These include expanding faculty and student awareness of learning outcomes, strengthening faculty understanding of how teaching and assessment of outcomes are integrated within the courses they teach, and increasing student learning (deep thought) through emphasis on use of high impact practices.

Because Oregon is already engaged in the multi-state assessment collaborative and many institutions are engaged with LEAP outcomes, it makes sense for Oregon to use the Lumina project to examine the feasibility of transcripting student proficiency in learning outcomes, and whether the infrastructure required to transcript learning outcomes is possible in the near future. The proposed revisions for the third year of the grant can be found in Appendix A.

The Oregon DQP has confirmed critical lessons for change initiatives. Stable and consistent leadership at multiple levels is imperative. Change in higher education that is productive rather than reactive to exigencies must be necessarily incremental. It requires thoughtful attention over time and, consistent with the aspiration of the Oregon Lumina initiative, ongoing formative assessment. From that lesson, Oregon has gained critical understanding that should be useful as we approach the final year and focus on transcripting. This change will allow Oregon to move forward in aligning, assessing, and transcripting student learning outcomes.

Section VI: Sustainability
Although Oregon will not be continuing work with the DQP at this time, the statewide work on assessment and alignment of learning outcomes will continue. Because the DQP work was embedded in each institution's work on assessment and learning outcomes, it will be sustained as long as it has value to the institution.

Section VII: Financial Report
The Lumina Foundation funded the Oregon DQP project with a three-year grant of $789,000. The term of the grant is from September 1, 2012, through August 31, 2015. Expenditures to date are within budget limits reviewed and approved by the Oregon DQP Core Group and the Lumina Foundation. Grant funds were used to: contract with Ron Baker and Carol Schaafsma as consultant and coordinator for the project; employ Matthew Danskine, DQP as the project web developer to develop a robust Oregon DQP website; support one state-wide in-person conference; reimburse the co-coordinators for travel expenses related to the conferences and presentations; and distribute institutional disbursements to institutions participating in the Oregon DQP Project.

The Oregon DQP Interim Budget Report was submitted under separate cover by Lane Community College, the fiscal agent for the grant.

_____   April 30, 2014
Connie Green, Principal Investigator   **Date**

APPENDIX A
Oregon Learning Outcomes Transcription Project:
A Proposed Modification to the Third Year of the Oregon DQP Project

Oregon Degree Qualifications Profile (DQP) Grant Information
Lumina Foundation Issued Grant Number: 7978
Grant Duration: September 1, 2012 through August 31, 2015

Proposed Oregon Learning Outcomes Transcription (OLOT) Project Contact:
Principal Investigator: Ronald L. Baker
Address: P.O. Box 13935, Mill Creek, WA 98082-1935
Email: bakerr@lanecc.edu
Phone: 425-327-3914

Project Overview
For reasons outlined in the body of this report, Project leadership is proposing a modification to the Oregon DQP Project. The Oregon Learning Outcomes Transcription (OLOT) Project represents a repurposing of the final year of the three-year Oregon DQP Project funded by the Lumina Foundation. It will be a small focused initiative involving a representative sample of Oregon's community colleges and universities to explore the feasibility of credentialing and reporting student achievement at the learning outcome level, rather than at the course grade level. Three community colleges and one university have already committed to participation in the project. A second university is giving the matter serious consideration and is expected to reach a final decision by mid-May. These colleges and universities represent a range of institutions from those engaged in collaborations to improve student articulation and mobility between associate and baccalaureate institutions to those seeking to extend institution-centric work on student learning outcomes to transcripting achievement of those outcomes.

As currently configured, a student transcript provides little information on the intended learning outcomes for those courses or student achievement of learning outcomes embedded within them. Given the heavy internal and external reliance on course transcripts, it is unlikely they will be replaced in the near future as the primary means of reporting student learning. The OLOT Project seeks to use the third year of the Oregon DQP grant to explore ways to enhance, augment, and extend the course transcript as an evolutionary process, rather than a revolutionary one. It will draw upon and expand the academic work undertaken with faculty during the first two years of the Oregon DQP Project by engaging student services colleagues—most notably registrars—in this important and under-investigated area of the integration of learning outcomes throughout higher education practice. It will also review learning outcomes transcription work being done by other organizations and projects and benefit from connections suggested by Lumina Foundation staff. Most importantly, the recording of student learning outcomes is a topic that must ultimately be addressed in "completing the loop" on student achievement: identifying, aligning, assessing, and reporting student achievement at the learning outcomes level. Among a number of other topics, attendant policy/regulatory implications and limitations of current student information systems—specifically their scope and capacity to accumulate, store, retrieve, and report more granular data on student learning—will be considered.

Now is an opportune time to explore this topic, given increased interest in credentialing of student knowledge gained from prior or experiential learning—especially for military and ex-military students. In doing so, the OLOT Project holds promise to enhance student progression and completion.

Project Goals
The OLOT Project is exploratory in nature. It is designed as a focused year-long exploration and analysis of benefits and challenges in transcripting learning outcomes, rather than course grades. It will be an engaged, concentrated, practice-based effort of college and university transcripting experts to assess current opportunities and barriers and inform next steps in moving to the documentation of student achievement at a smaller level of granularity. The OLOT Project will not seek a universal solution, impose a particular model, or commit participating institutions—individually or collectively—to any changes in institutional practice. However, the findings from this inquiry will be of value and interest to the broader community seeking to improve higher education practice and enhance student completion.

There are five specific project goals:
1. Identify desirable characteristics of transcripts that reflect student learning outcomes;
2. Identify philosophical, operational, or technical barriers to transcription of student learning outcomes;
3. Identify policy or regulatory requirements regarding the content of student transcripts;
4. Identify potential models of transcripts that incorporate or reflect student learning outcomes; and
5. Identify non-transcript means to document student achievement of learning outcomes (e.g., portfolios).

Examples of Models
A variety of increasingly detailed strategies to transcripting student learning achievement will be presented to initiate discussions. They include, but are not limited to: 1) the inclusion on the student's transcript a listing of learning outcomes for the student's degree or program; 2) the inclusion of learning outcomes tailored to the specific courses taken by the student (this has the potential to leverage recent work by the Oregon community in establishing a database of course-level learning outcomes); 3) the inclusion of notations on the transcript reflecting achievement/non-achievement of learning outcomes at the course, program, or degree level; 4) the notation of a level of proficiency of achievement of learning outcomes at the course, program, or degree level; and 5) the use portfolios to expand traditional documentation of student achievement and provide direct evidence of student work and accomplishments. Institutions, individually and collectively, are not bound to pursue any of these options or committed to any course of action.

Engagement Activities
The project is designed to establish and sustain institutional engagement throughout the year of the OLOT Project. There will be monthly activities during the academic year. During each of fall, winter, and spring terms there will be two audio conference calls and one all-day in-person meeting. The Principal Investigator, Project Manager, Leadership Council, and representatives from all participating institutions are expected to attend these meetings. There will be one final all-day in-person meeting during the summer of 2015 to complete the Project.

The audio conference calls are primarily informational in nature. They are intended to enable institutions to share their progress in the Project and learn from the work of others. It will also provide a regular ongoing line of communication between the project leadership and the institutions to maintain a clear sense of purpose and direction for the project. The in-person meetings will take the form of seminars and working meetings. They are intended to push the project to explore at depth the complex issues that must be addressed in considering a change of granularity in the reporting of student achievement. For example, at the winter meeting (or possibly the spring meeting, depending on progress and direction up to that point), vendors of the student management systems used by participating OLOT institutions will be invited to participate in in-depth discussions of the options and limitations of their respective products in adapting to a learning outcomes-based transcription platform. Should it appear productive to do so, the OLOT Project may decide to pursue a research and development subproject to create a sample prototype to further test the feasibility of transcripting student achievement at the learning outcomes level.

Communication
The Oregon DQP/OLOT Project website will continue to serve as a robust source of information on the project. More proactive efforts will also be made to keep interested stakeholders apprised of the progress and results of the Project. For example, the registrars from Oregon's public and private colleges and universities will be kept abreast of discussions and developments. To tie this phase of the project to the earlier work in the Oregon DQP Project, the chief academic officers from Oregon's public and private institutions will also be kept informed of developments. A self-managing OLOT listserv will be created to complement the Oregon DQP listserv that has been used successfully over the first two years of the project. In the spirit of the Oregon DQP Information Forms, there will be quarterly audio conference calls with all interested parties to share information on the status and progress of the OLOT Project. The schedule of these calls will be posted to the Project website. There will also be a concerted effort to disseminate progress and results through presentations at national conferences and the publications of professional associations such as AACRAO, AAC&U, AACC, NISOD, and the League for Innovation.

Project Leadership and Support Personnel
A smooth transition of leadership from the Oregon DQP Project to the OLOT Project is assured through a reassignment of current Oregon DQP Project leadership personnel. The OLOT Principal Investigator has served as the Co-Coordinator/Project Evaluator during the first two years of the Oregon DQO Project. The OLOT Project Manager served as the lead for one of the participating institutions during the first year of the Oregon DQP Project and served as a member of the Core Group for the first and second years of that project. The current Oregon DQP Project web developer will continue in that role for the OLOT Project. Lane Community College staff who provided administrative services and support for the Oregon DQP Project will continue to provide support for the OLOT Project.

Oregon Learning Outcomes Transcription (OLOT) Project Organization Chart
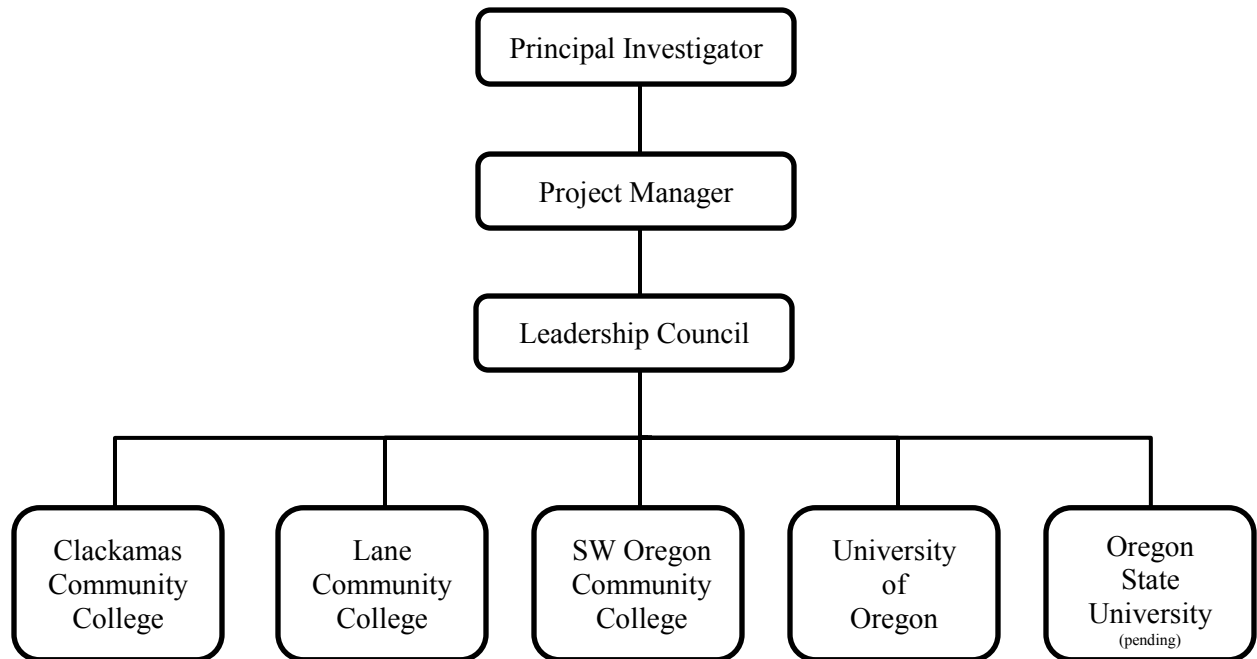
Principle Investigator: Ronald L. Baker, Ed.D.
The Principal Investigator will serve as the point of contact with the Lumina Foundation and provide overall oversight for the OLOT Project.

<u>Project Manager</u>: Gary O. Brown, Ph.D.
Day to day project work will be directed and overseen by the Project Manager who will ensure the project is conducted in a timely and effective manner and is meeting its objectives.

<u>Leadership Council</u>: The Leadership Council will serve as the working committee of the OLOT project. Membership will consist of the Principal Investigator, Project Manager, and designated lead person from each participating institution: Clackamas Community College, Lane Community College, Southwestern Oregon Community College, University of Oregon, and Oregon State University (pending confirmation of participation). To provide a broader foundation for discussions and actions, it will also include representation from the Oregon Association of Collegiate Registrars and Admissions Officers, chief academic officers, and state oversight agencies for Oregon's community colleges and universities.

<u>Web Developer</u>: Matthew Danskine
The OLOT Project Web Developer will continue as the Web Developer for the OLOT Project to maintain the continuity and currency of the Oregon DQP Project website which will be expanded to incorporate the information and materials emerging from, or needed for, the transcription project.

<u>Administrative Services</u>: Lane Community College
Lane Community College will provide administrative services to support the OLOT Project. These services include, but are not limited to, legal review of personnel and institutional contracts and supervision of the OLOT Web Developer.

<u>Administrative Support</u>: Lane Community College
Lane Community College will provide administrative support for the OLOT Project. This support includes, but is not limited to: 1) Taking and preparing minutes from audio meetings; 2) Drafting and processing personal services and institutional contracts; and 3) Providing assistance to the Principal Investigator and Project Manager in preparing documents and processing institutional reports.

Budget
Through judicious allocation of expenditures and a reduction in the number of fully engaged institutions during the first two years of the Oregon DQP Project, a total of $105,000 will be carried forward to the third year of the Lumina Foundation Grant. Combined with the previously budget and approved amount of $295,000 for the third year of the Oregon DQP Project, a total of $400,000 is available to support the OLOT Project. The amount budgeted for Consultants (Principal Investigator and Project Manager) is slightly less than the amount budgeted for the third year of the Oregon DQP project. The amount for Personnel (Web Developer) is unchanged from the amount projected for the third year of the Oregon DQP Project.

As noted in the budget detail below, line items are included to cover administrative and support services provided by Lane Community College during the first two years of the Oregon DQP Project. Due to severe reductions in state support, Lane Community College is no longer able to provide these essential and services without reimbursement to support the OLOT Project. Sufficient funding is also included to fund the costs of disseminating the progress and results of the project at national conferences as a means to capture maximum exposure for the Project to inform and engage the larger academic community in the work it is doing. The amount provided for participating institutions is provided at a level to encourage and support meaningful intra-institutional and intra-institutional work beyond attendance at Project events. In addition to funding attendance at required OLOT Project meetings these funds will allow institutions to fund replacements to free up primary staff to work on the project at a deeper level than would be possible if this work is added to an already burdensome workload of key personnel.

New to the budget is a line to support research and development beyond the work funded by institutional stipends. In effect, this provides a R&D capacity to the OLOT Project, should project findings warrant movement in that direction. Examples include research into options in modifying or extended current student management systems or developing software not currently available to integrate data residing in disjointed institutional systems. Finally, it could be used to explore in depth a particular area of interest or component of practice.

A contingency in the amount of $20,000 is included in the budget. Of course the primary purpose of this line is to address unanticipated expenses that may surface during the year. Given the nature of the OLOT Project it is unlikely it will be needed for that purpose. However, it is included at that level—the same amount as institutional stipends received by each of the five participating institution—to provide a stipend for a sixth institution, should it make a compelling argument to join the Project once it is underway.

Oregon Learning Outcomes Transcription Project Budget*

Direct Personnel Costs	
Web Developer	$105,000
SUBTOTAL: Direct Personnel Costs	**$105,000**
Other Direct Costs	
Materials and Supplies	$500
Travel/Conferences	$25,000
OLOT Meetings	$4,500
Consultants (Principal Investigator and Project Manager)	$60,000
Administrative Services	$7,500
Administrative Support	$10,000
Research and Development	$45,000
Institutional Stipends	$100,000
Contingency	$20,000
SUBTOTAL: Other Direct Costs	**$272,500**
Indirect Costs	
Grant Operation Costs	$22,500
SUBTOTAL: Indirect Costs	**$22,500**
TOTAL BUDGET	**$400,000**

Evaluation
To ensure the project achieves its intended outcomes, a number of evaluation methods will be used. Some are input-based and others are outcomes-driven. Participating institutions will be evaluated on the basis of attendance at audio and in-person meetings. They will also be required to maintain and submit a reflective journal to document internal discussions, plans, and actions resulting from engagement in the OLOT Project. They will also be required to report on the feasibility, opportunities, and challenges of reporting student achievement at the learning outcome level as it pertains to their respective institutions. These documents will be published on the OLOT website and synthesized into a quarterly summary report by the Project Manager. A summary report of the project will be prepared and submitted to the Lumina Foundation by August 31, 2015, when the OLOT Project (i.e., final year of the DQP Project) concludes.

Quantitative and qualitative measures will be used to evaluate progress toward achievement of OLOT Project goals, including the scope of topics explored, opportunities and challenges identified, findings on the feasibility of transcripting student learning outcomes, and suggestions for further investigation.

*Lane Community College, the Oregon DQP Project fiscal agent, will continue in that role for the OLOT Project.