Summary of Fall DQP Conference and Possible Next Steps in Alignment Work

Prepared for Oregon-ized Summit Organizers

A. October 25 Conference

Thirty-two people from 10 community colleges 4 universities attended the DQP conference on October 25, 2013. In the morning, small groups discussed the learning outcomes from four institutions an the AAOT learning outcomes and compared them to the DQP outcomes. Groups wer asked to record differences, similarities, gaps, and other observations.

In the afternoon, small groups discussed 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.

At the end of the day, participants were asked to summarize the thoughts of th people a their table in response to the question, "Is there work to do on alignment in Oregon?" They were also asked to articulate goa for alignment work i Oregon and identify possible first steps or existing work tha we should build upon.

B. Some observations and conclusions

At the conference, there was general agreement that alignment of student learning outcomes could be improved amongst the 24 public universities and communit colleges. Although th AAOT has bee in place for many years, it could work better for students. People in the room appeared committed to this work. There was als general agreement that the DQP is difficult for many people to work with, and does not easily align with general education curriculum in Oregon. The 30,000 foot level meta-outcomes of the DQP are useful when talking about the whole impact of a degree, but not as useful when trying to align specific courses and degree requirements across institutions. It might be more helpful for us to use another framework that more closely relate to how we have our curriculum and outcomes organized at this time.

Many participants suggested that we build on work that has already been done or is currently being worked on. Discussions from the DQP Core Team (a group tha provides leadership for the DQP in Oregon) have also focused on the need to streamline our work with related efforts. Suggestions include: 1) use the LEAP structure, in particular the intellectual skills, as a possible framework for liberal arts core/ general education alignment discussions in Oregon, 2) look at the WICHE passport work on written communication and quantitative literacy, 3) work in parallel with the multi-state collaborative so that we are alignin outcomes at the same time we are talking about assessment, 4) encourage attendanc an participation a the Oregon-ized Summi i January and develop our plan for alignment

based on the plan that comes out of that Summit, 5)since th LEAP outcome hav already been mapped to the DQP, we can revisit the DQP structure later in our alignmen discussions.

C. Next Steps

The next steps for serious work on aligning liberal arts core/general education learning outcomes in Oregon will be greatly influenced by the plan that emerges from the Oregon-ized Summit The Summit is particularly wel positioned t articulate the goals and scope of this alignment work. It i also well positioned to produce coordinated strategic plan for this work. Base on the input from the DQP conference participants and from the DQP core group, here is the work we see in front of us at this time. For the purposes of the DQP project i Oregon, we expect to:

1. Develop a plan and timeline for faculty meetings to work on alignment of written communication and quantitative literacy outcomes. This concrete focus will build o the WICHE passport work. It will include conversations about assessment, in parallel to the work of the multi-state collaborative.
2. Develop a plan and a timeline for faculty meetings t work on alignmen o 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.
3. Encourage institutions to send representatives to the Oregon-ized Summit with the understanding that we wil tie our alignment planning with the plans of that Summit.
4. Student learning outcomes won't have real visibility and meaning to students until they see their assessment results and se their progression through the attainment of these outcomes. Just as students need 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. It is important that we find ways, early on in the work, to engage people with this expertise.

D. DQ Work Plans for Year 2

Institutions will be asked to commit to one or more of the following and include their commitments in their DQP work plan for this year.

1. Continue Institutional Engagement plans and goals if you still have work to do. I you expect to be discussing the DQP and how it relates to your own institution's outcomes, enter your objectives and timeline into the year two, institutional engagement section of your work plan.
2. If you expect to do or have already done any of the following, enter them as objectives in the year two, horizontal alignment section of your work plan.

a. Send representatives to the Oregon-ized Summit on January 10, 2014 in Portland.
b. Include the DQP Fall Conference in Salem on your work plan if you sent representatives in October.
c. Participate in up to three additional faculty work meetings related to aligning general education/liberal arts core learning outcomes. These meetings will be decided and scheduled after th plan from the Summit emerges.
d. Participate in monthly conference calls, second Wednesday of each month at 2:00, to share information an get updates about the work.
e. Your institution may have its ow goals related to horizontal or vertical alignment. Perhaps there is a program or major at another community college or university that, if you were to align learning outcomes, students would be better served. You may want to develop your own objective that describes this effort and use this opportunity to develop a stronger alignment.

3. Submit a progress report by March 1 that describes your institution's participation and progress toward these objectives.
4. Process paperwork, as needed, with Lane to receive disbursement funds.