

Degree Qualifications Profile in Oregon Year One Progress Report

March 25, 2013

Submitted by

William A. Bogley

Professor, Department of Mathematics
Director, Academic Programs, Assessment & Accreditation

Table of Contents

Institutional Characteristics	1
Year 1 DQP Work Plan Goals.....	1
Progress to Date.....	1
Progress.....	1
Insights	1
Adjustments.....	1
Reflections	2
Influence on Outcomes	2
Influence on Teaching & Learning.....	2
Influence on Assessment.....	2
Assistance Needed	2
Recommendations	2
Deliverables	2
Programs Under Review and Planned for Review	2
Faculty Engagement.....	2
Spider Web Maps.....	2
Students & Advisory Committee.....	2
Concluding Thoughts	2

Institutional Characteristics

On the national scale, Oregon State University is a mid-size research intensive public land grant doctoral university. OSU is one of only two universities in the U.S. to have Land Grant, Sea Grant, Space Grant, and Sun Grant designation. Our institutional identity is that of an international research university. With a branch campus in central Oregon, a top ten online university presence, the main campus in the Willamette Valley, and research and extension facilities in every county in the state, Oregon State University enrolls nearly 25,000 undergraduate and graduate students. OSU maintains Degree Partnership Program arrangements with every community college in Oregon; students are simultaneously enrolled in the community college and OSU, enabling students to take advantage of the lower tuition offerings and the community and the extensive program offerings at the university. Transcript articulation of completed credits is automatic at the end of every academic term. For example, more than 3000 students are dually enrolled in OSU and Linn Benton Community College at any one time.

Year 1 DQP Work Plan

Vertical Alignment with Linn-Benton Community College

- A. Compare AAOT and AS degree learning objective with the OSU Baccalaureate Core Category Learning Outcomes for Math, Writing, and Speech.
- B. Compare and refine assessment processes to facilitate sharing data on student learning inter-institutionally.

Institutional Objectives:

- A. Engage faculty to develop discipline-appropriate rubrics for evaluation of general education outcomes.
- B. Apply VALUE or locally developed rubrics in assessment of student learning outcomes in OSU's general education program.

Progress to Date

- a. Since December 2012, objective A for Vertical Alignment has been accomplished. Efforts on Objective B have begun but are emergent.
- b. Challenges involving lack of time were anticipated. Less obvious but also predictable was reluctance among academic units to divert effort to an externally described project.
- c. Comparing outcomes for aligned programs across institutions has proved interesting. The AS (Associate of Science) and AAOT (Associate of Arts Oregon Transfer) degrees at Linn Benton Community College are expressly intended to enable student transfer to OUS institutions, particularly Oregon State University. Even so, these institutions have proceeded along sufficiently independent paths that learning outcomes for articulated general education requirements are slightly different. As an example, the OSU learning outcomes for the "Writing I" requirement of the OSU general education requirement (the Baccalaureate Core) are very specific to the writing craft, addressing style and other competencies that are specific to writing. In contrast, at LBCC, the corresponding outcomes for equivalent articulated courses are more general, addressing the role of writing within the general context of communication.
- d. No adjustments have been made to date, since the insights are newly won.

Reflections

- a. No changes have been made to degree or program outcomes as yet.
- b. As a follow-up to the outcome comparison exercise, we have arranged for faculty leaders in the Speech and Communication departments to meet and discuss matters related to i) coordination and coherence across multiple section courses and ii) comparability of assignments and expectations between community college and university offerings of equivalently articulated courses. For OSU, this level of faculty involvement extends and builds upon institutional investments. Professor Judy Bowker has been leading a year-long general education assessment project funded by OSU's office of Academic Affairs (through the Office of Academic Programs, Assessment & Accreditation). Her \$7500 project is at its midpoint and has identified and addressed issues of coherence and outcome alignment across multi-section courses within the Baccalaureate Core.

In related work, Professor Vicki Tolar Burton presented a workshop at OSU's Annual Faculty Assessment Academy in January 2013 on the use of VALUE rubrics in the teaching of writing. Dr. Tolar Burton is OSU's Director of the Writing Intensive Curriculum. The Faculty Assessment Academy was sponsored by the Office of Academic Programs, Assessment & Accreditation (APAA). The Academy was attended by more than 65 OSU faculty members. APAA distributed more than \$1000 in faculty awards in recognition of leading assessment work in OSU's general education program.

- c. Professor Bowker's work has helped her colleagues in the Speech Communications Department at OSU to align their assignments and course content with the appropriate general education outcomes for all OSU undergraduates.
- d. Progress on Dr. Bowker's work and the DQP will be shared with the Baccalaureate Core Committee of OSU's Faculty Senate. This committee has sole authority over the Baccalaureate Core status of all OSU courses and is currently engaged in a vigorous review of upper division general education courses (the so-called "Synthesis categories"). The committee's ongoing work in "category review" will continue during 2013-14 with reviews of the Math, Fitness, and Speech categories. The DQP work will provide a contextual input for that review, highlighting the general education experiences of transfer students from LBCC.

Deliverables

- a. At present only the Skills portion of OSU's general education program is under review.
- b. Faculty engagement will build upon existing assessment projects that are internally funded by OSU's Office of Academic Affairs
- c. No use of the spider web maps is anticipated.
- d. The Baccalaureate Core Committee will continue to be involved.

Conclusions

The DQP has so far provided a useful stimulus to engage (vertically) with a close institutional partner on matters that are directly related to student success. The progressive articulation of student learning development across educational sectors in DQP is a new paradigm for tracking the student experience. We hope that the connections and conversations that emerge from this perspective will yield tangible benefits to students. DQP has functioned as a moderately effective stimulus to a new type of

conversation across sectors of higher education. We can hope that having begun the conversation, outlines of effective and specific plans of action will emerge for institutions and systems or constellations within higher education. Those developments are yet to come.