Degree Qualifications Profile in Oregon

DQP Year 1 Work Plan Progress Report

For

Southern Oregon University

By

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Table of Contents

Summary of Institutional Characteristics

Southern Oregon University is a regional university serving about 7,000 students. Focusing on the liberal arts and sciences, the University offers several professional and graduate programs and certificates. SOU's main campus in located in beautiful Ashland, Oregon and it has an urban campus in Medford, Oregon serving non-traditional students and working professionals. SOU also offers its graduate program in business in Guanajuato, Mexico and Salem, Oregon. Several of its undergraduate programs are offered online and the University offers continuing education to meet regional needs.

Statement of Year 1 DQP Work Plan Goals and Objectives

During the first year of the Degree Qualifications Profile implementation, the DQP team at Southern Oregon University focused exclusively on the institutional engagement aspect of the work plan and ignored the horizontal alignment and vertical integration. Due to the difference in timing of objective completion for both horizontally and vertically connected institutions, we determined that waiting until subsequent years for those initiatives would be prudent.

Much of the work for institutional engagement aspect of the DQP work plan has already been completed for accreditation. This allowed us to focus on assigning weights and percentages in each of the five categories for previously identified objectives and courses. We did not tie objectives to courses at this early stage because we felt the work involved in doing so was not beneficial at this time.

Progress to Date

a. Describe progress towards achievement of Year 1 DQP goals and objectives

> We have met our Year 1 goals with two programs completing initial categorization of objectives and courses into the five areas. Professors were given a list of their courses and asked to identify the percentages of learning in the five categories. The professors returned the lists to the department chair who weighted each course. Objectives for the programs were scored by an ad hoc committee within the program.
>
> An example scoring for objectives in our Chemistry program is shown in Appendix A. For the courses in Chemistry, an example scoring is shown in Appendix B.

b. Describe unanticipated opportunities and challenges

> We found that our outcomes entered into TracDat for our accreditation fit very well with the DQP profile. We were able to use those outcomes to fill in the spider web information. A challenge to filling out the spider web information came in the form of determining where general education requirements fit and requiring more workable definitions of the five categories.

c. Describe insights and lessons learned

The process of assigning percentages to the five categories for each learning outcome does not take too long. However, doing the same for each course within the program is more time consuming.

d. Describe adjustments to current or future work plans due to lessons learned

More time will be given to programs to determine course percentages.

Reflections

a. Influence of DQP work on degree or program outcomes

SOU has been engaged in developing program and degree outcomes as a part of its regional accreditation process. Thus the DQP work has not had a significant effect on this effort.

b. Influence of DQP work on teaching and learning

DQP has had no discernible effect on teaching and learning at SOU.

c. Influence of DQP work on assessment of student achievement

No effect

d. Assistance needed to achieve Work Plan objectives

We cannot identify need for assistance except wanting a better understanding of DQP work and how it impacts student learning.

e. Recommendations to improve DQP framework

Besides fulfilling the Lumina grant requirements, it would be helpful for participating institutions to understand the utility and benefits of DQP work.

Lumina Grant Deliverables

a. Degrees, programs, or learning outcomes under review for DQP Project

Currently two programs are under review – Business and Chemistry. Later we expect to add additional programs.

b. Current Faculty Engagement

Faculty members in Business and Chemistry have participated in analysis of their program learning outcomes with respect to DQP criteria.

c. Use of Spider web maps

When the spider web software is up and running, we hope to share the spider web maps with faculty and students as a way of articulating program outcomes among various programs.

d. Involvement by students and advisory committees

None so far.

Concluding Thoughts

It would be helpful to clarify the ultimate objective of the DQP project and how it will further the mission of higher education.

Appendix A

Chemistry Program Objectives

DQP Chemistry Objectives
Outcomes: K = Knowledge (40%), S = Skill (40%), and D = Disposition (20%)

K1: Understand the relationship between the microscopic and macroscopic nature of matter.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
8%	20%	25%	25%	25%	5%

K2: Understand and apply the principles of chemical and physical equilibria.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
8%	20%	55%	25%	0%	0%

K3: Working knowledge of chemical instrumentation.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
8%	20%	45%	20%	10%	5%

K4: Understand and apply mathematical techniques to complex systems.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
8%	10%	60%	20%	10%	0%

K5: Appreciation of the interdisciplinary nature of chemistry.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
8%	20%	25%	20%	30%	5%

S1: Students will be able to communicate effectively in various ways, including writing and oral presentation.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
5.7%	35%	20%	35%	10%	0%

S2: Students will be able to use appropriate modes of inquiry, including identifying and framing problems, investigating and supplying evidence, and conceptualizing.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
5.7%	15%	30%	20%	30%	5%

S3: Students will be able to access and use information resources effectively and ethically.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
5.7%	20%	30%	20%	25%	5%

S4: Students will competent in the use of common chemical instrumentation.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
5.7%	30%	30%	20%	10%	5%

S5: Students will be fluent in a wide range of common software packages.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
5.7%	25%	30%	30%	15%	0%

S6: Students will be competent and confident in application of mathematical principles to chemical problems.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
5.7%	20%	30%	30%	20%	0%

S7: Students will be able to present and analyze scientific data in graphical form with a high degree of confidence.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
5.7%	25%	20%	30%	20%	5%

D1: Students will understand the overarching importance of the scientific method and the ethics inherent in scientific investigation.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
5%	20%	20%	20%	35%	5%

D2: Students will understand the importance of small-group dynamics and apply this knowledge to problem solving as part of a group of colleagues.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
5%	20%	15%	30%	30%	5%

D3: Students will recognize the value inherent in finishing projects and other work that they start, and doing so in a timely, thoughtful, and thorough manner.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
5%	50%	15%	15%	15%	5%

D4: Students will recognize that chemistry is an exceptionally dynamic field and will strive to stay current in developments in their area of interest.					
Weight (6.3% avg)	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
5%	15%	35%	25%	10%	15%

Appendix B

Chemistry Program Courses

Weight (2.1% avg)	Course	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
2.1%	CH 100/100L - Fundamentals of Chemistry	15	20	30	20	15
2.1%	CH 101/101L - Environmental Chemistry	20	35	25	10	10
2.1%	CH 102/102L - Forensic Chemistry	20	20	20	20	20
2.1%	CH 201 - General Chemistry	5	50	30	15	0
2.1%	CH 202 - General Chemistry	5	50	30	15	0
2.1%	CH 203 - General Chemistry	5	50	30	15	0
2.1%	CH 204 - General Chemistry Laboratory	25	35	30	10	0
2.1%	CH 205 - General Chemistry Laboratory	25	35	30	10	0
2.1%	CH 206 - General Chemistry Laboratory	25	35	30	10	0
2.1%	CH 314 - Chemical Research Communication I	20	35	30	10	5
2.1%	CH 315 - Chemical Research Communication II	20	35	30	10	5
2.1%	CH 316 - Chemical Research Communication III	20	35	30	10	5
2.1%	CH 300 – Forensic Investigation	20	20	15	25	20
2.1%	CH 320 – The Elements of Disaster	20	20	20	20	20
2.1%	CH 330 – Metals and Civilization	0	30	25	25	20
2.1%	CH 332 - Principles of Organic Chemistry	25	30	30	10	5
2.1%	CH 334 - Organic Chemistry	30	30	30	5	5
2.1%	CH 335 - Organic Chemistry	30	30	30	5	5
2.1%	CH 336 - Organic Chemistry	30	30	30	5	5
2.1%	CH 337 - Introduction to Organic Chemistry Laboratory	40	35	15	5	0
2.1%	CH 338 - Principles of Organic Chemistry Laboratory	45	25	15	10	5
2.1%	CH 340 - Organic Spectroscopy	30	30	30	5	5
2.1%	CH 340L - Organic Spectroscopy Laboratory	50	25	20	5	0

Weight (2.1% avg)	Course	Applied Learning	Specialized Knowledge	Intellectual Skills	Integrative/Broad Knowledge	Civic Learning
2.1%	CH 341 - Organic Chemistry Laboratory	40	20	20	15	5
2.1%	CH 350 - Introductory Biochemistry	5	50	25	15	5
2.1%	CH 371 - Computer Applications in Chemistry	0	45	40	15	0
2.1%	CH 411 - Inorganic Chemistry	15	30	35	15	5
2.1%	CH 414 - Inorganic Chemistry Laboratory	20	25	40	10	5
2.1%	CH 421 - Analytical Chemistry	10	45	40	5	0
2.1%	CH 422 - Analytical Chemistry Laboratory	30	35	25	5	5
2.1%	CH 425 - Instrumental Analysis	35	35	30	0	0
2.1%	CH 426 - Instrumental Analysis Laboratory	35	35	30	0	0
2.1%	CH 427 - Advanced Instrumental Analysis Laboratory	35	35	30	0	0
2.1%	CH 441 - Physical Chemistry	0	50	40	10	0
2.1%	CH 442 - Physical Chemistry	0	50	40	10	0
2.1%	CH 443 - Physical Chemistry	0	50	40	10	0
2.1%	CH 444 - Physical-Chemical Measurements	0	50	30	20	0
2.1%	CH 445 - Physical-Chemical Measurements	0	50	30	20	0
2.1%	CH 451 - Biochemistry	20	30	30	15	5
2.1%	CH 452 - Biochemistry	20	30	30	15	5
2.1%	CH 453 - Biochemistry	20	30	30	15	5
2.1%	CH 454 - Biochemistry Laboratory	50	20	20	10	0
2.1%	CH 455 - Biochemistry Laboratory	50	20	20	10	0
2.1%	CH 460 - Forensic Serology & DNA Analysis	20	30	20	20	10
2.1%	CH 464 - Analysis of Physical Evidence	30	30	25	10	5
2.1%	CH 497 - Senior Project	30	25	25	15	5
2.1%	CH 498 - Senior Project	30	25	25	15	5
2.1%	CH 499 - Senior Project	30	25	25	15	5