



Degree Qualifications Profile in Oregon Year 1 Work Plan Progress Report

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Summary of Institutional Characteristics

Western Oregon University (WOU) is a mid-sized public university located in the Monmouth-Independence area of Oregon's Willamette Valley. First-generation students represent over 50% of the undergraduate enrollment; close to 50% of WOU students are Pell Grant eligible. The university is comprised of two academic colleges -- education; liberal arts and sciences -- and a division of extended programs. Undergraduate enrollment is about 5,400; graduate enrollment accounts for an additional 500 students. Approximately 250 international undergraduate/graduate students attend Western. The instructional faculty is comprised of 151 tenured or tenure track and 97 non-tenure track faculty. The university supports NCAA Division II athletics.

Statement of Year 1 DQP Work Plan Goals and Objectives

The objective for Year 1 in the DQP initiative was for academic units in the College of Liberal Arts and Sciences to become familiar with the DQP learning outcomes matrix and begin examination of how the DQP learning outcomes align with current academic unit learning outcomes for the various majors in the College.

Progress to Date

The DQP matrix has been shared with division chairs who are moving the matrix into departments for departmental review.

Reflections

Academic units at WOU are engaged in reexamining their programs' stated student learning outcomes and how program goals also support the university's general education curriculum learning outcome goals. The Office of Academic Affairs' goal is for these on-going reexaminations to begin to formally include mapping to the DQP.

Lumina Grant Deliverables

DQP learning outcomes are being reviewed by academic units that had previously not been familiar with the DQP.

Concluding Thoughts

The engagement with DQP is being done cautiously and at different levels of departmental unit activity. As chief academic officer, I wish to see the adoption of the DQP by the faculty to be one of natural alignment of shared goals rather than an external demand upon the faculty's academic self-governance.