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## **Degree Qualifications Profile in Oregon Year Two Progress Report**

Submitted by

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*April 2014*

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## **I. Statement of Year Two DQP Work Plan Goals and Objectives**

The focus of Oregon Tech's year two work plan involved work in institutional engagement and horizontal alignment building on the work completed in year one. Specific goals for institutional engagement involve continued work on the review of Oregon Tech's general education program, including establishing a timeline and process for the review, engaging in a university wide dialogue on general education, and mapping of general education course outcomes to Institutional Student Learning Outcomes (ISLOs) and the DQP. The plan for horizontal alignment work was focused on the Applied Psychology program in an effort to clarify program outcomes and develop an assessment plan.

## **II. Progress to Date**

The General Education Review Task Force was created in April 2013. Initial work focused on an extensive literature review seeking best practices to define the review process, identify key stakeholders, and create a timeline for the review. The task force turned their attention in the fall of 2013 to internal stakeholders soliciting input from campus constituents through surveys and focus groups. In an effort to engage the campus community, forums were held in September 2013, November 2013, and January 2014, with additional forums scheduled for April and May 2014.

The Outcomes and Assessment subcommittee of the General Education Review Task Force was formed in January 2014. This subcommittee is charged with reviewing internal and external assessment data, identifying gaps, making recommendations for changes to general education requirements and/or ISLOs, and revising assessment plans and processes as necessary. The work for the current year (2013-14) includes comparison of the ISLOs and current general education requirements to national trends (DQP). The work in this area has begun as evidenced by the table mapping ISLOs to the DQP included in the Appendix of this report. Work continues this spring by engaging general education faculty from the five content areas (math, communication, humanities, science, and social science) in mapping course outcomes to ISLOs and the DQP.

In addition to the work defined above, the Outcomes and Assessment subcommittee conducted a complete review of The Degree Qualifications Profile 2.0 draft in February 2014, in preparation for mapping activities. The group welcomed the additions of ethical reasoning as a proficiency and the tools for using the DQP, specifically the matrix. The subcommittee recognizes the power in using the DQP framework to "explain the structure and coherence of the curriculum with a particular emphasis on the interdependence of general education and the major."

In an effort to obtain a clear picture of where and how particular competencies are expected, enhanced or assessed, the Applied Psychology program is moving forward with plans to map course outcomes to the DQP. Program faculty are engaged in discussions this spring to define program outcomes and create an assessment plan including signature assignments in appropriate upper division courses.

### **III. Reflections**

The DQP with its emphasis on “the integration of ideas, methods, and practice, and theory across both broad and specialized realms” is very much in line with the expectations of Oregon Tech faculty in defining the relationship between general education and the discipline. The General Education Review Task Force has found the framework not only helpful in identifying gaps, but in developing a rationale and model for general education at Oregon Tech.

### **IV. Concluding Thoughts**

Oregon Tech will continue to the use of the DQP as a framework to review not only general education requirements, but also as a tool for review of program student learning outcomes and potential revision of those outcomes and/or curriculum.

## Appendix: Mapping of ISLOs to the DQP

		Degree-Level Proficiencies				
		Specialized Knowledge	Broad and Integrative Knowledge	Applied and Collaborative Learning	Civic and Global Learning	Institution Specific Emphases
<b>Intellectual Skills</b>	Analytic Inquiry	CT	Cultural		CT, Cultural	
	Use of Information Resources	CT, Ethics	Cultural	Sci	CT, Cultural	
	Engaging Diverse Perspectives	CT	Cultural		CT, Cultural	
	Ethical Reasoning	Ethics	Cultural		Cultural	
	Quantitative Fluency	Math		Math, Sci		
	Communicative Fluency	CT, Ethics, Comm	Comm	Sci, Comm	CT	
	Program-Specific Intellectual Skills	Math, CT	Cultural	Math, Sci	CT, Cultural	