

Degree Qualifications Profile in Oregon

DQP Year 2 Work Plan Progress Report

For

Southern Oregon University

By

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Statement of Year 2 DQP Work Plan Goals and Objectives

During the second year of the Degree Qualifications Profile implementation, the DQP team at Southern Oregon University focused on the institutional engagement and horizontal alignment aspect of the work plan, ignoring the vertical integration. With a focus on General Education for horizontal alignment coming out of the Fall DQP Retreat in Salem, our initial Year 2 work plan had us continuing this conversation with other OUS Institutions.

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 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 2 DQP goals and objectives

We have almost met our Year 2 goals with eight of ten 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 each 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.

With regard to our goal of fitting existing General Education requirements into the DQP framework, we decided to suspend this goal after the Oregon-ized summit outcomes.

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.

Additionally, the removal of spiderweb graphs for DQP 2.0 halfway through the year proved challenging to the motivation of continuing the work in this area.

b. Describe insights and lessons learned, if any, from your work to date with the DQP

Institutional engagement and horizontal alignment between general education learning objectives is a quagmire. There are constant changes within general education and multiple paths students could take to attain their degree. Attempting to fit these pieces together in some coherent structure for the entirety of Oregon colleges and universities is a difficult endeavor with outcomes we at SOU are not prioritizing over other operations at this time.

c. Describe adjustments, if any, made to current or future work plans resulting from those insights and lessons learned

SOU is not committing to participate in any Year 3 objectives due to the changing priorities of SOU, Oregon DQP, and other institutions.

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. Recommendations to improve DQP framework

I am still unsure about differentiating the student concerning the learning outcomes for elite universities and non-elite universities. A non-elite university could copy the learning outcomes from an elite university, but not have the same standard for teaching those outcomes. Thus, a student from the non-elite university would still meet the outcome, but not be as proficient as an elite university student. I do not know how that would be quantifiable in the DQP. So an improvement to the DQP framework would be addressing this.

Concluding Thoughts

The organizational changes within Oregon and at our institution have taken precedence over continuation of DQP objectives. Personally, I am curious to see the results of Oregon's Year 3 directional change, as I do believe there is some merit in creating a "fuller" transcript.