



Degree Qualifications Profile in Oregon

Summary of Responses to Year 1 Institutional Activity Report

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Participants:

"The DQP Project in Oregon is a joint effort of all seven Oregon University System (OUS) institutions and the state's seventeen independent community colleges to develop the Degree Qualifications Profile for Oregon." For readers unfamiliar with higher education in Oregon, details about OUS schools can be found at: <http://www.ous.edu/> and for the Oregon DQP project at <http://oregondqp.lanecc.edu> with information specific to Oregon Community Colleges (OCC) at:

<http://www.odccwd.state.or.us/communitycolleges.aspx>

http://www.oregon.gov/CCWD/Pages/pub_rpts.aspx

Institutional Activity Report (IAR):

Currently all 7 OUS school and 12 of 17 community colleges have completed the year 1 IAR. Three community colleges are delaying full participation until year 2 (one of these completed the IAR). Of the remaining three who have not completed the report, two have not participated at all, while one participated in the Sept. 10, 2012 Video Conference.

The Year 1 Institutional Activity Report (IAR) is "hosted" by the National Institute for Learning Outcomes Assessment (NILOA). NILOA is charged with analysis of DQP data nationwide and general information can be found at <http://www.learningoutcomesassessment.org/>, while information specific to the DQP can be found at: <http://www.learningoutcomesassessment.org/DQPCorner.html>.

The tables below show the relative sizes of each school. However, note that direct comparison of OCC and OUS headcounts are problematic due to differences in methodology used for determining headcounts as well as make-up of the student body.

College	Total Headcount 2010-11
Blue Mountain Community College	10,604
Central Oregon Community College	18,433
Chemeketa Community College	45,528
Clackamas Community College	36,163
Clatsop Community College	6,008
Columbia Gorge Community College	5,048
Klamath Community College	5,228
Lane Community College	37,561
Linn-Benton Community College	24,288
Mt. Hood Community College	32,432
Oregon Coast Community College	1,306
Portland Community College	93,180
Rogue Community College	18,459
Southwestern Oregon Community College	10,247
Tillamook Bay Community College	2,690
Treasure Valley Community College	9,247
Umpqua Community College	16,047
TOTAL	372,469

Headcounts for community colleges are unduplicated annual totals, and include all types of students, even those enrolled in strictly non-credit work and those who are not seeking any award (Source: Oregon Community College 2010 - 2011 Profile, OCCWD).

University	Fall 2010 Headcount
Eastern Oregon University	4,137
Oregon Institute of Technology	3,797
Oregon State University	24,439
Portland State University	28,522
Southern Oregon University	6,443
University of Oregon	23,389
Western Oregon University	6,233
TOTAL	96,960

Headcounts for OUS schools are for 4th week of fall term, and include all types of students at all levels, even those who are non-admitted. (Source: 2010 Enrollment Reports prepared by OUS Institutional Research).

Responses to numeric (quantitative) IAR questions:

For a complete summary of numeric responses by college system and size see Appendix A.

Figures 1 & 2 on the following pages show the percent of institutions working with the DQP for various purposes. All schools except one selected more than one purpose, while 84% of schools selected 3 or more purposes. A majority of schools selected the following purposes: Discussion and Vetting of the DQP, Assessment of Learning, Clarification and Review of Learning Outcomes, Transfer and Articulation, and Curriculum Mapping and Revision. All three schools that selected an “Other” purpose specified collaboration with other schools.

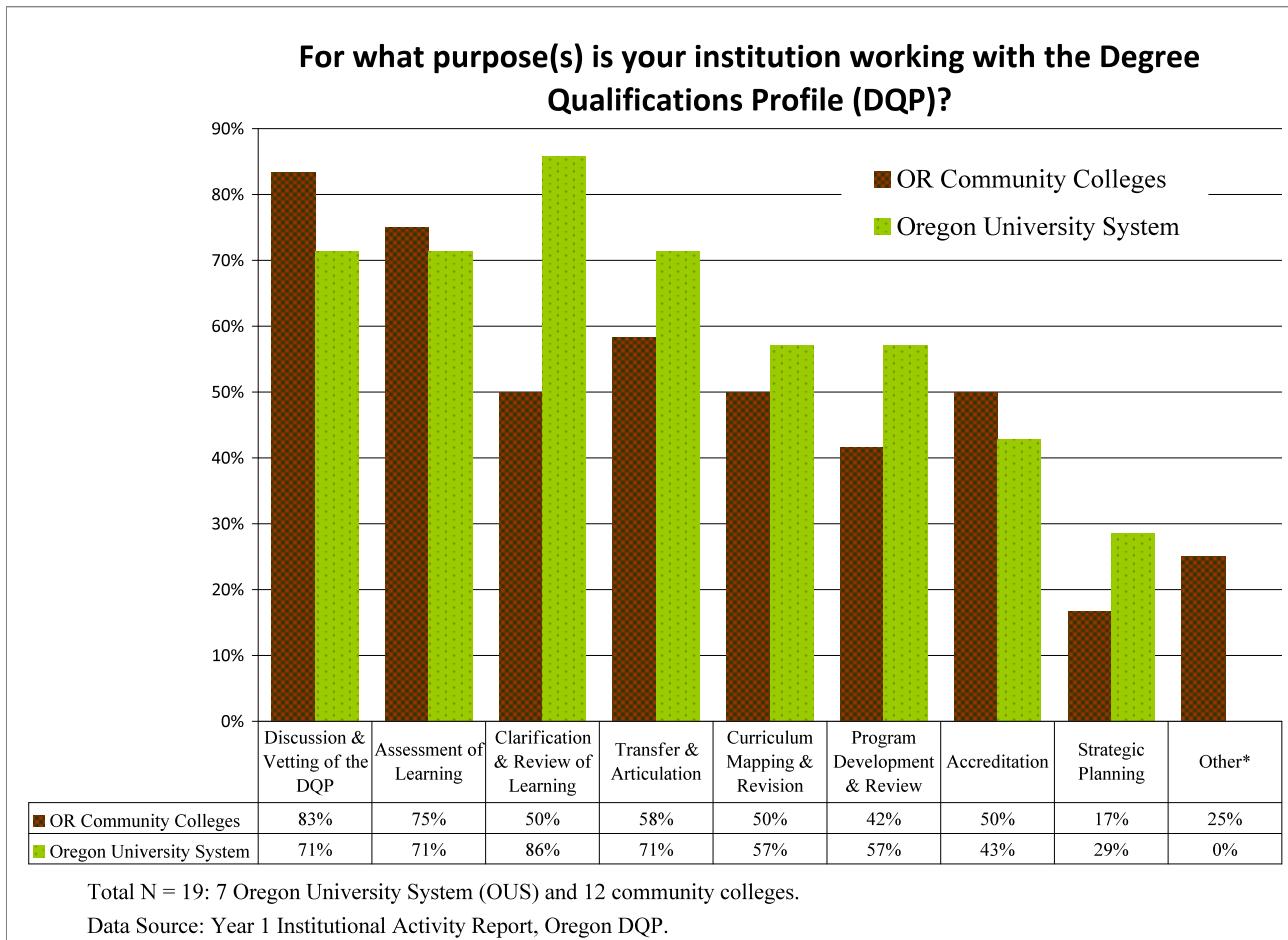
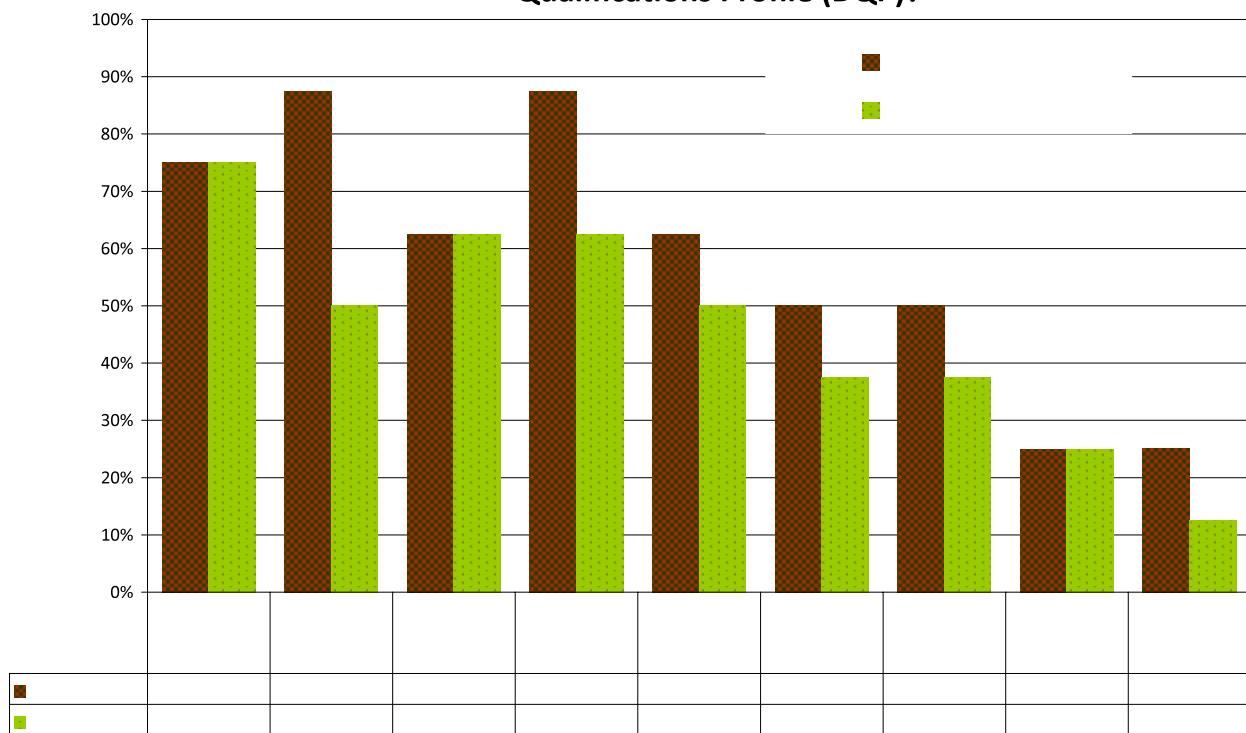


Figure 1. Percent of institutions working with the DQP for various purposes, by school system.

* Other specified as: “Oregon statewide beta-test for 17 community colleges and 7 universities,” “Part of Oregon effort,” & “To collaborate with other institutions.”

For what purpose(s) is your institution working with the Degree Qualifications Profile (DQP)?



Total N = 16: 8 large & 8 small.

Data Source: Year 1 Institutional Activity Report, Oregon DQP.

Figure 2. Percent of institutions working with the DQP for various purposes, by school size.

School size is based on unduplicated headcount in 2010-11 (as shown on page 2). Large schools had over 23,000 students, medium schools between 9,000 and 19,000, while small schools had fewer than 7,000. Data from three medium sized community colleges is not presented here due to small sample size.

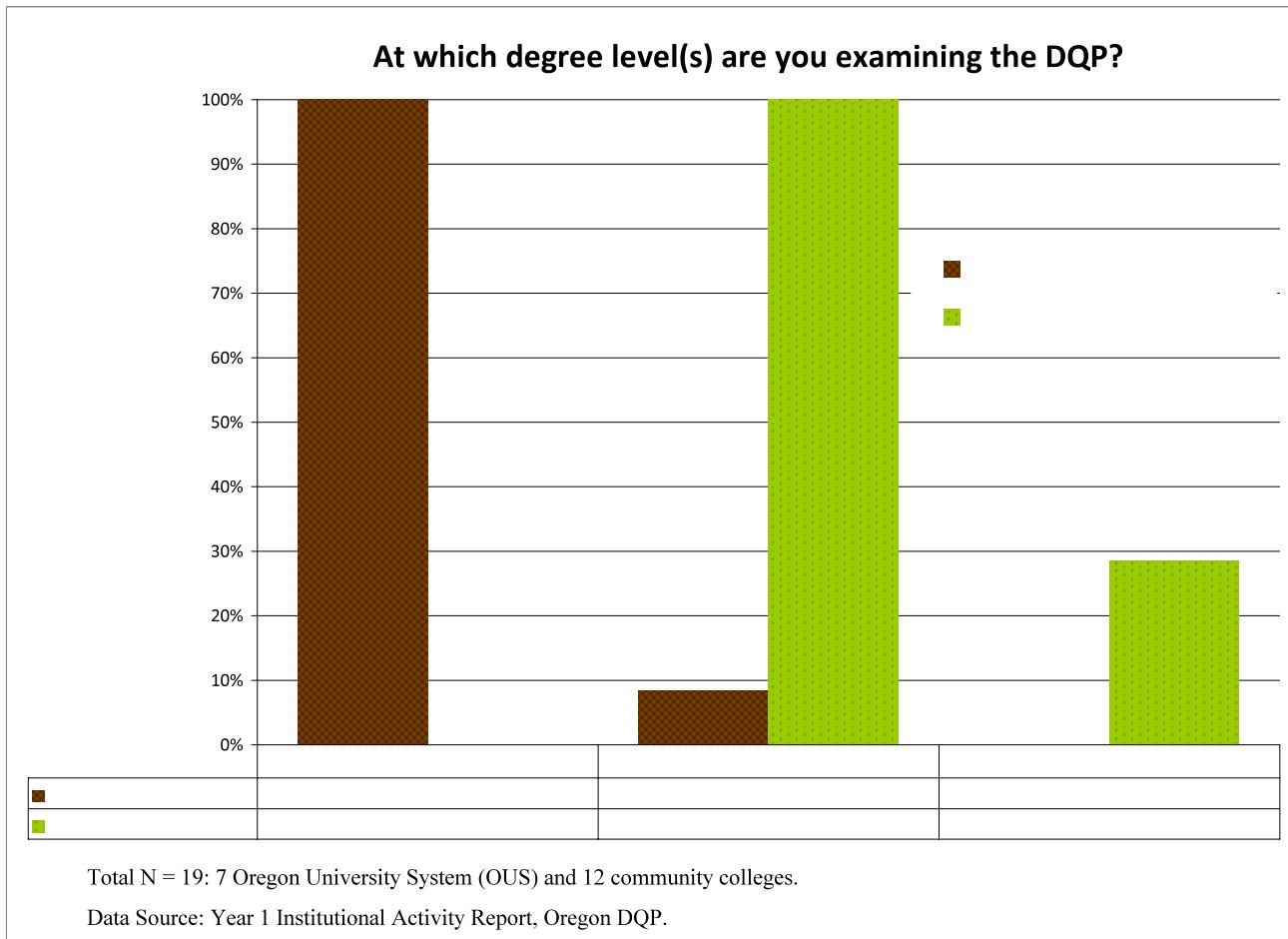


Figure 3. Percent of institutions working with the DQP by degree level.

* Lane was the only community college that marked baccalaureate. It was intentional and related to vertical alignment.

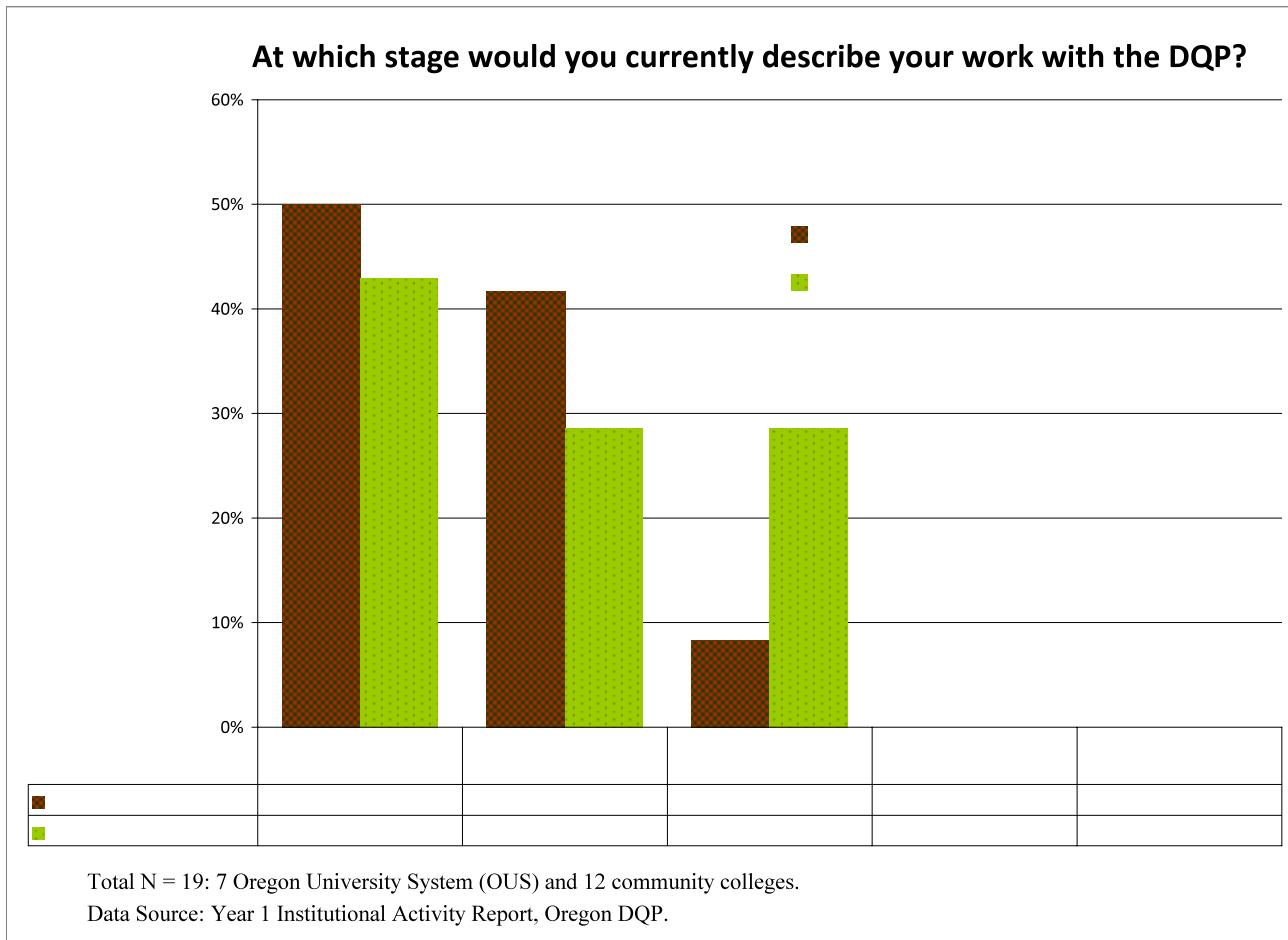


Figure 4. Percent of institutions by stage in working with the DQP.

When asked about stage of implementation, 9 of 19 schools (47%) indicated only being engaged in preliminary discussions about the DQP, while seven (37%) described themselves as being in the “beginning” stage. Only three schools (16%) indicated being “in process,” and no schools selected “advanced” or “stalled.” Refer to Appendix A for counts by school size.

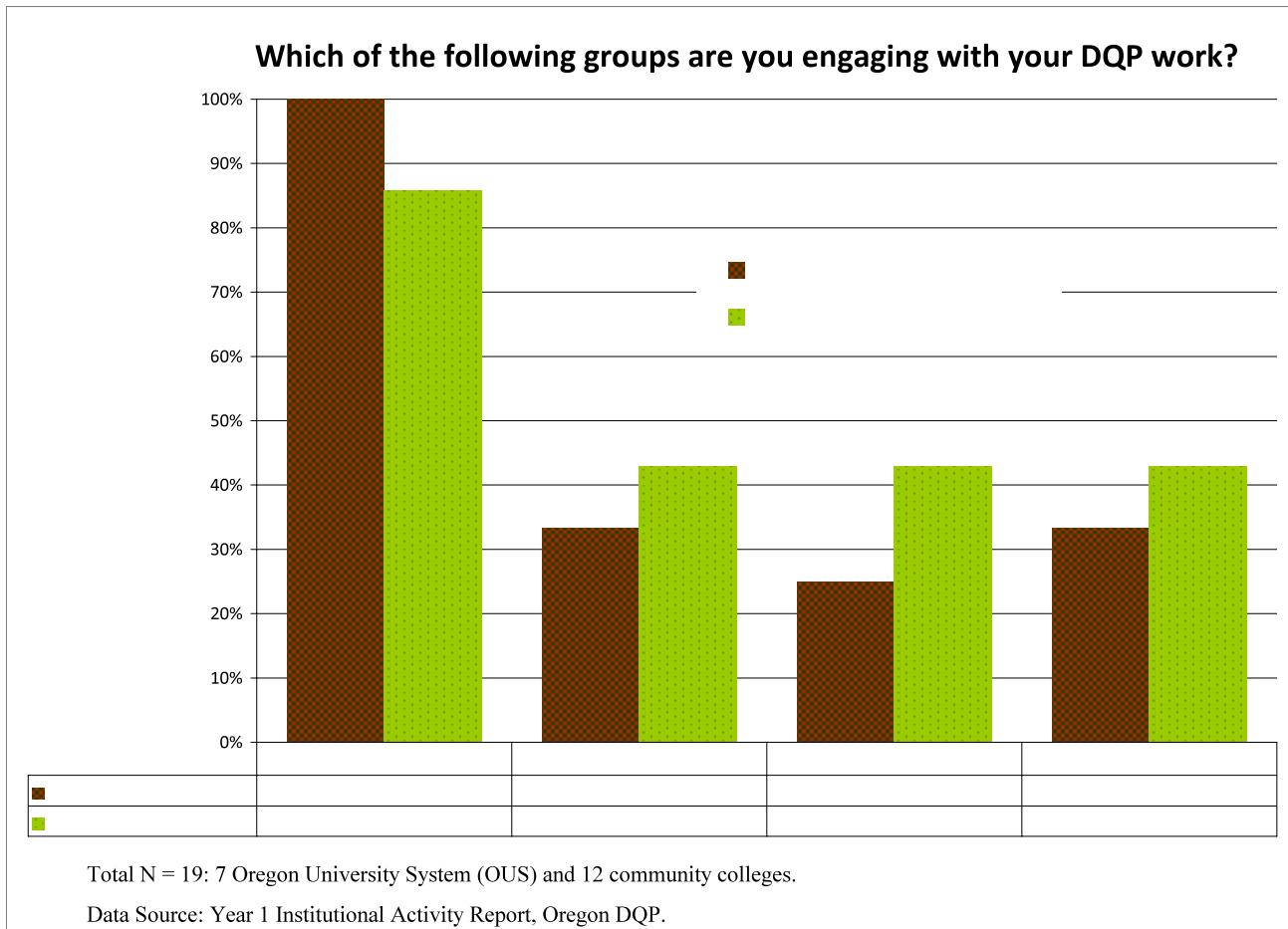


Figure 5. Percent of different groups involved with DQP work.

Faculty make up the largest group involved in DQP work. OUS schools were more likely to indicate involvement of students, employers, and contingent faculty.

Responses to the open ended questions:

The IAR has 10 open ended questions. See Appendix B. Here is a brief summary of the responses from the 19 institutions who responded.

Q6. Briefly summarize the institution's work with and use of the DQP including the impetus for undertaking this work.

Most institutions indicated that they were in the beginning stages of using the DQP with some having used the spider web mapping visual tool developed as part of the grant. There was a widespread sentiment to have the DQP work integrated with the other institutional work related to student learning outcomes assessment. In particular some institutions called out the work of the AAOT, WICHE passport project, and general education assessment.

“Lane completed work on course learning outcomes, program learning outcomes and core learning outcomes which led to interest in defining Degree Outcomes.”

Lane Community College, Eugene, OR
37,561 students

Q7. Who is involved with the DQP work and what are their roles?

Across institutions, those involved include faculty and administrators. For a few colleges, administrators are in a facilitation role while faculty are engaged in curricular, assessment, and outcomes development work. The majority of colleges have several levels of administrators (e.g., CAO, executive deans, division deans) collaborating with faculty on the DQP work. Several colleges also include institutional research, information technology, and distance learning representatives and members of the team. A few colleges included representatives from student services as well.

Q9. Has the work been changed or altered since the initial framing? How has it been modified and why?

While many colleges are in the initial stages of framing, for most there has not been an evolution in the approach they are taking to student success and assessment. Most are still in early planning stages and continue to engage their college community in the work and align the DQP work with broader institutional work or with other on-going initiatives specific to their institutions.

Q10. What has been most successful thus far or is working well with your DQP project?

Several colleges have undertaken a variety of ways to familiarize faculty with the DQP conceptual framework. Developing a team and engaging in collaborative efforts seem to be a frequent approach. Occasionally, partnerships between a community college and an OUS are being formed. Of the colleges who are doing faculty development along these lines, mapping outcomes appears to be a common point of departure, and for some, compliments the outcomes work either initiated earlier, or currently being done.

Q11. What concerns or challenges have been encountered? How have they been overcome or what challenges are you still navigating?

A frequently mentioned challenge is familiarizing the college community with the conceptual framework and engaging them in the broader discussion. Often this includes either fatigue around the many initiatives already being pursued or skepticism about the long-term worth and work involved in grappling with the conceptual framework and making applications to the way colleges currently support student success. A frequent theme is that a broader spectrum of the college community needs to be involved, as well as creation of statewide alignments.

Q12. How is your institution assessing student learning in relation to the DQP? How does this approach align with or differ from other assessment efforts underway at your institution?

Virtually all of the institutions are just starting to align assessment of student learning to the DQP. Most have taken the approach of aligning assessment efforts with development of outcomes that are either under development currently or just getting underway. A few have connected assessment to specific review processes already used by the institution.

Q14. What revisions or changes to the DQP would you suggest at this time?

Many colleges felt it was too early in their institutional facilitation of DQP to make suggestions. A few suggested that the application of DQP should involve consideration of broader issues such as how students will become engaged and have their competences enhanced with the process, whether it provides everything needed

by each institution, and a need for accounting for the intellectual progression that takes place across attainment of degrees.

Q15. What are the more and less desirable outcomes or implications of your work with the DQP?

Increased scrutiny and discussion of learning outcomes, the learning process, and assessment of learning were often mentioned as desirable outcomes of the work with DQP. Other desirable outcomes included better alignment and articulation among institutions, benefits to students from such alignments, as well as from translation into the classroom and general long-term enhancement of student success that informs public conversation about the value of higher education. Institutional initiative fatigue and recognition of the amount of work that is yet to be done, with the corresponding disenchantment if DQP does not fulfill its promise, were mentioned as less desirable aspects of the work.

Q16. What is the proposed timeline for completing the work with the DQP?

Although several institutions were unsure of their timeline at this point, many indicated that they were engaged in a three year plan. Several also expressed hope that they would continue this work in an evolutionary way and that alignments and articulations would be ultimately achieved among Oregon institutions.

Q18. Additional comments/suggestions/questions:

Among the responses to this question were concerns raised around the specifics of language used, the cost of doing the work, and whether, due to skepticism, the role of Lumina as a funding source should be made less prominent and the emphasis of the benefits to student success increased. It was also suggested that DQP examples would be helpful and that perhaps survey questions should be designed that are applicable to institutions that are in different stages of the DQP work. That DQP has raised the institutional level of focus on potential benefits and challenges with enhancing student success and progression was also commented upon.

APPENDIX A:

Descriptive Statistics for Numeric Items on DQP Institutional Activity Report

	All Responses	OU/S	Community Colleges	All Large	All Medium	All Small
Q3. For what purpose(s) is your institution working with the Degree Qualifications Profile (DQP)? Mark all that apply.						
Discussion and Vetting of the DQP	79%	71%	83%	75%	100%	75%
Clarification and Review of Learning Outcomes	63%	86%	50%	63%	67%	63%
Curriculum Mapping and Revision	53%	57%	50%	63%	33%	50%
Transfer and Articulation	63%	71%	58%	88%	0%	63%
Program Development and Review	47%	57%	42%	50%	67%	38%
Accreditation	47%	43%	50%	50%	67%	38%
Strategic Planning	21%	29%	17%	25%	0%	25%
Assessment of Learning	74%	71%	75%	88%	100%	50%
Other*	16%	0%	25%	25%	0%	13%
Count of purposes selected for Q3	4.6	4.9	4.5	5.3	4.3	4.1
Q4. At which degree level(s) are you examining the DQP? Mark all that apply.						
Associate	63%	0%	100%	63%	100%	50%
Baccalaureate**	42%	100%	8%	50%	0%	50%
Masters	11%	29%	0%	0%	0%	25%
Q8. Which of the following groups are you engaging with your DQP work? Mark all that apply.						
Faculty	95%	86%	100%	88%	100%	100%
Students	37%	43%	33%	38%	67%	25%
Employers	32%	43%	25%	38%	33%	25%
Contingent Faculty	37%	43%	33%	50%	33%	25%
Q13. Did you have institution-wide learning outcome statements in place prior to working with the DQP?						
Yes	95%	100%	92%	100%	100%	88%
Number of Responses =	19	7	12	8	3	8

* Other specified as: "Oregon statewide beta-test for 17 community colleges and 7 universities," "Part of Oregon effort," & "To collaborate with other institutions."

** Lane is the only community college that marked Baccalaureate. It was intentional and related to vertical alignment.

School size is based on unduplicated headcount in 2010-11 (as shown on page 2). Large schools had over 23,000 students, medium schools between 9,000 and 19,000, while small schools had fewer than 7,000.

Q5. At which stage would you currently describe your work with the DQP?

	OUS	OCC	ALL	Large	Med.	Small
Preliminary Discussions	3	6	9	4	2	5
Beginning	2	5	7	4	0	1
In Process	2	1	3	0	1	2
Advanced	0	0	0	0	0	0
Stalled	0	0	0	0	0	0
Total	7	12	19	8	3	8

APPENDIX B:

NILOA DQP Institutional Activity Report

Instructions

At the request of Lumina Foundation for Education, NILOA is working with a variety of organizations and institutions to better understand the utility of the Degree Qualifications Profile (DQP) as a framework for assessing and advancing student learning. As part of NILOA's assignment, we are collecting some important information from colleges and universities working with the DQP. What you tell us will not be publicly shared without your institution's express permission.

Please tell us about your work with the DQP. Enter your email address at the bottom of the form to save the form and return later to complete it or to receive a copy of the completed form. Also, please send us any project-related documents that will help us understand your efforts, such as reports, links, presentations, sample rubrics/curriculum maps, etc. Please put your institution's name in the subject line to Natasha Jankowski, NILOA Project Manager, at njankow2@illinois.edu. Thank you for your time and help.

1. Name of Institution: _____

2. Name, position and email address of person completing the form: _____

3. For what purpose(s) is your institution working with the Degree Qualifications Profile (DQP)?

Mark all that apply.

- Discussion and Vetting of the DQP
- Clarification and Review of Learning Outcomes
- Curriculum Mapping and Revision
- Transfer and Articulation
- Program Development and Review
- Accreditation
- Strategic Planning
- Assessment of Learning
- Other (please specify): _____

4. At which degree level(s) are you examining the DQP? Mark all that apply.

- Associate
- Baccalaureate
- Master

5. At which stage would you currently describe your work with the DQP?

- Preliminary Discussions
- Beginning
- In Process
- Advanced
- Stalled

6. Briefly summarize the institution's work with and use of the DQP including the impetus for undertaking this work.

7. Who is involved with the DQP work and what are their roles?

8. Which of the following groups are you engaging with your DQP work? Mark all that apply.

- Faculty
- Students
- Employers
- Contingent Faculty

9. Has the work been changed or altered since the initial framing? How has it been modified and why?

10. What has been most successful thus far or is working well with your DQP project?

11. What concerns or challenges have been encountered? How have they been overcome or what challenges are you still navigating?

12. How is your institution assessing student learning in relation to the DQP? How does this approach align with or differ from other assessment efforts underway at your institution?

13. Did you have institution-wide learning outcome statements in place prior to working with the DQP?

- Yes
- No

14. What revisions or changes to the DQP would you suggest at this time?

15. What are the more and less desirable outcomes or implications of your work with the DQP?

16. What is the proposed timeline for completing the work with the DQP?

17. Please provide an email address for the institutional contact for the DQP work if it is different from the person completing this form. _____

18. Additional comments/suggestions/questions: