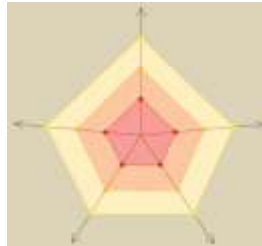


## DQP Monthly Conference Call

July 9, 2012

Phone number: (877)807-5706; Participant Code: 950830 (sponsored by CCWD)



**Present:** Sonya Christian (LCC), Maureen Sevigny (OIT), Ken Doxsee (UO), Sarah Witte (EOU), Gary Brown (PSU), Don McNair (LCC), Eliabeth Lundy & Bill Briare (Clackamas), Kendra Cawley (PCC), Dan Lange and Dan Koopman (BMCC), Phil Martinez (LCC), Ben Hill (LCC), Chris Chairsell (OUS), Craig Kollins (PCC), Karen Hilgersom (COCC), Donna Larson (Clatsop CC), Jenny Newby (COCC), Geza Laszlo (TBCC), and Siskanna Nayhana (LCC)

**Absent:** Jim Eustrom (Chemeketa), Sandra Bailey (OIT), Susan Wolff (CGCC), Carol Schaafsma (LBCC), Karen Marrongle (Chancellor's Office), Kate Sullivan (LCC), Mary Brau (Lane), Larry Cheyne (CCWD), Connie Green (TBCC), Sarah Ulerick (LCC), Mark Williams (UCC), Brad Burda (OIT), Hal Sadofsky (UO Math), Christina Howard (Lane), Dev Sinha (UO), and Steve Adkinson (EOU),

1. Got the formal notification for the Grant. Three kinds of participation:

- **Institutionally (within individual institutions)**  
each of the 17 community colleges and 7 universities in Oregon will have a majority of their degrees mapped to the Oregon DQP in the form of spider web diagrams derived from program course learning outcomes. These will be published in a manner that is visual, searchable, and open, with the ability for educators nation-wide to use and build upon.
- **Horizontally (within educational sectors)**
  - o Community colleges in Oregon will create a descriptive profile for associate's degrees.
  - o Universities in Oregon will descriptively create a profile for the baccalaureate degree.
- **Vertically (crossing educational sectors)**  
Community colleges and universities will partner to describe the "racheting" up of student learning from the associate's level to the baccalaureate level. Oregon will have improved statewide alignment of learning outcomes and clearer definition between postsecondary institutions regarding achievement levels. In specific knowledge, skills and application areas.
- Agree to document conversations but not promising any specific outcome/deliverable. We agree to document the benefits we see from engagement with DQP.

- In Europe there are specialized professional baccalaureate degrees (like the BAS) that students completing AAS in career technical could transfer to. So the concept of “ratcheting up” from an AAS to a BAS might have been more straight forward in Europe.
  - Lumina invited us to submit the digital transcript next year. This is not, however, included in the current work.
2. Budget and staffing: Based on the feedback from the last conference call, we requested and justified moving the amount allocated to the line item of evaluation to the line item on faculty leadership. The two co-coordinators: Carol Schaafsma and Ron Baker.
3. October 25-26, 2012, conference:
- Paul Gaston has accepted our invitation to be the keynote speaker; Peggy Maki, assessment expert and Susan Albertine, AACU on a panel; Cliff Adelman and Marcus Kolb.
  - 4 authors of DQP have been asked by Lumina to work on the version 2.0 of the DQP based on feedback that they have been receiving from those groups that are beta testing the profile. In my conversation with Paul Gaston he mentioned that they were looking at intentionally looking at the work on the DQP and Tuning informing each other. So, we need to make a decision whether we will include Tuning math in our project. Save the date email will be coming out.
  - Will be asking each institution to send a team. The team lead will be the provost/CAO or designee.
  - There will be time built into the conference agenda for institutional teams to work on their institutional workplan for the DQP.
  - Breakouts session strands: Learning outcomes; Assessment
  - Will be webcasting the plenary sessions
4. Need institutions to volunteer for this work:
- Would you be willing to take a leadership role?
  - Institutional Engagement: Is your institution willing to participate in Year One?
  - Horizontal Engagement: Is your institution willing to participate in the horizontal engagement?
  - Vertical Engagement: Is your institution willing to participate in the vertical engagement?
- Please email your answers to Sonya Christian and Karen Marrongelle***
5. WICHE Passport Update:
- Alignment work has been done moving forward well
  - Moving on to meaningful assessment projects
  - Additional Information: Karen Marrongelle met with the Inter-Institutional Faculty Senate (IFS) during their June 10, 2012 meeting and we had a lively discussion about the DQP. The IFS members raised interesting questions and issues, among them:
    - o How LO&A will be involved in guiding or tracking the DQP
    - o How the DQP interfaces with accreditation - will the DQP assist with accreditation requirements?

- How does the DQP interface with professional organizations that have defined the components of, say English, Chemistry, History, Mathematics, etc. degrees are?
  - A note that degrees are the Bachelor of Science/Arts, but the major is the academic discipline (e.g., History), so are we concerned about degrees or majors within degrees?
  - Concerns about increasing workload for students and for faculty evaluating students
6. Quality Collaborative Work Update:
    - Building some dyads and hoping to move on to some work in the fall
    - PSU is prepared to collaborate with community college in math, intro business, general transfer, English & Business writing.
  7. Presentations to groups to get the word out about the DQP:
    - Reminder to take the information out and bring back feedback to this group.
    - Sonya will be meeting with CSSA and the Oregon Business Council President in July.
  8. AGLS Conference at PSU. Sept 24, 25, 26, 2012
    - Get some visibility for DQP
  9. Mark your calendars. Next meeting is September 10, 2012, at Lane.
    - Can video conference
    - Work session; interactive
  10. Achievement Compacts:
    - OEIB Higher Ed subcommittee convened on June 28<sup>th</sup>, a state-wide conversation with good participation from the academic side; faculty and administrators from both community colleges and OUS schools
    - It was requested that materials be sent to the DQP distribution list.
    - Concerns were expressed about the achievement compacts and about the value of the current measures as helpful to achieving the 40-40-20 goal.
    - Questions about quality measures were also raised. Employment should not be used as a measure for quality. OUS compact includes post graduation employment under quality but that is not included in community college compacts
    - Does not measure out-of-state students.
    - Also issues with data and tracking students