

**Degree
Qualifications
Profile** in Oregon

February 19, 2014, 2:00 p.m. (PST)

Audio Conference Line (sponsored by CCWD):
(877) 807-5706; Participant Code: 253115

Membership of DQP Core Group:

Clackamas Community College	Elizabeth Lundy (present) elizabethl@clackamas.edu	Eastern Oregon University	Sarah Witte (present) switte@eou.edu
Community Colleges & Workforce Development	Lisa Reynolds (present) lisa.reynolds@state.or.us	OUS Chancellor's Office	Kent Neely (present) neelyk@mail.wou.edu
Tillamook Bay Community College	Connie Green (present) green@tillamookbay.cc		Gary Brown (present) garyrobbrown@gmail.com
Umpqua Community College	Martha Joyce-Test (absent) Martha.Joyce@umpqua.edu	University of Oregon	Dev Sinha (absent) dps@uoregon.edu
Director	Carol Schaafsma (present) schaafsma@lanecc.edu	Project Advisor	Ron Baker (present) bakerr@lanecc.edu
Lane Community College	Maurice Hamington (present) hamingtonm@lanecc.edu Lynn Nakamura (present) nakamura@lanecc.edu	Anna Kate Malliris (absent) mallirisa@lanecc.edu Matt Danskine (present) danskinem@lanecc.edu	Elizabeth Pratt (present) pratte@lanecc.edu

Topic

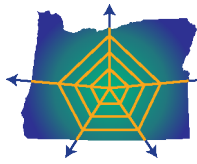
Lead(s)

1 Summary of conversation from last meeting

Connie

2 Conversation of choices:

- Transcribing proficiency – Is this an option? Lumina is waiting for us to notify them by mid-March. What were we looking in thinking of doing something different? Is it reasonable? If yes, then answer the questions from Carol. This came about from the question regarding our options. What could we do differently.
- Rather than all 24 institutions, work with small cohort collaboratively. Need to include schools doing alignment.
- Would it help us to use that resource (Lumina) for a year? Does this offer another option. Need to do a cost-benefit analysis of the options.
- Oregonize summit – narrow focus to math/writing. How do we write outcomes. Instead of another initiative but rather bringing something already on the table together.
- Carol: We may be able to identify where schools are ready for transcribing model exploration. Are they interested? How do we figure out their level of commitment?
- Sarah: through WICHE, will be transcribing in partnership with Blue Mountain CC Eastern Promise program. Lisa: currently transcribing these outcomes.
- Connie: Lumina is open to any of the options. For transcribing, we need people open, ready. WICHE Passport may be helpful. It moves Oregon forward but doesn't give them something else to do. Work in partners. Need value added.
- Maurice: transcription has a practical value in the long run—how to transcribe outside of course grade.
- Grant proposal written around specific initiatives. That would help others see the connections. How do we find out if folks see this as helpful? How many folks do



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we need to ask?

- Carol: send out a short survey but need to send it to the right person.
- How DQP centric do we need to be? Their questions are such as "do you have agreed upon outcomes?" Is there agreement between institutions? In the original letter, the final stage, we do some institutional and state DQP alignment and then look at transcribing.
- Kent: Keep it as informational only; don't ask for comment. The next step for the summit is a conference, May 30-31 at OSU. Effort to build upon need for faculty to be involved in assessment. Potential for bridge between that and DQP, esp. transcribing. We can't notify Lumina in March without confirmation from schools. Kent: ask for suggestions from participants. Both Ron and Elizabeth were participants in the first OR Summit.

3 What is the downside of ending the grant now?

- Does it jeopardize any future funding from Lumina? Would it move beyond Lumina? Or is Lumina involved in so many initiatives that it wouldn't affect us for long.
- We don't know what's coming down the line in 4 or 5 months. It might be too cumbersome.
- Use this opportunity to address work in K-12 in proficiency.

4 What are the downsides for continuing with the grant?

What are we learning about bringing these initiatives together? (in the spirit of Oregonize)

- Focus on part not all—alignment to assessment of outcomes, better understand rubrics, make the learning visible from students perspective and other institutions.
- If it's not enough for them, then it's an argument in favor of discontinuing. We don't have the energy to do both.
- If we can find the schools, then we rewrite the grant and focus on those parts of the DQP in those areas across institutions. Then we finish up in August and be done.
- Follow the enthusiasm. Go with the vertical integration that's working and focus on those schools.
- Carol: another area of enthusiasm is professional development.
- Check in with Connie. Lumina is interested in certain things. Is what we find the enthusiasm the same as Lumina. They see some things as yesterday, LEAP. They are pushing the envelope.

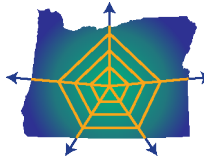
5 Connie, Ron, Maurice, and Carol should have a discussion about changes. Figure out money piece. Need a list of things we need to think about. If we end it, we need to make things clean.

- For next core team, put together a fact sheet.
- Find schools who would be interested.
- Deadline: March for revised budget and proposal

Next Scheduled Meetings:

Information Forum Conference Call: March __, 2014 2:00p.m. to 3:00p.m.

Core Group Conference Call: March __, 2014, 2:00p.m. to 3:00p.m., same phone number



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National Resource Committee: Not yet scheduled