

Degree Qualifications Profile in Oregon

February 5, 2014, 2:00 p.m. (PST)

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

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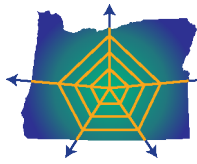
Topic

Lead(s)

- 1 Welcome and Introductions Ron

- 2 What's new in DQP 2.0? (see <http://www.luminafoundation.org/dqp/>) Ron, Sarah, Gary
 - Looks like it is a lot more utilitarian. Still descriptive but more emphasis on the 3 degree levels and less on the 5 learning domains. There is a workbook and matrices and case studies about how it is and can be used. Feels a lot more open so it is more useful and meaningful.
 - Haven't changed the meta-outcomes. Emphasis on proficiencies instead of competencies. Not prescriptive. Apply the proficiencies within the context of any given degree. Applied learning may or may not be directly related to the workplace. More detail about the expectations at each of three levels of degree attainment. More specific without becoming boilerplate.

- 3 Oregon DQP at a Crossroad: Options, Objectives, and Directions (see handout) Ron
 - Connie had a conversation with Lumina: Lumina is changing the focus of their work to look at a new launch this fall to look at the things happening outside education (credentialing, etc.). Talked with them about the changes in Oregon and how the structural pieces are just not present anymore which changes the context for the work.
 - Options per handout.
 - Attention span for DQP may be reaching an end.
 - Oregon-ized Summit: Work needs to engage faculty in the work and have utility to them as we move forward. Have looked for work that has the common denominators of faculty engagement and outcomes rather than initiatives moving in different directions. DQP is more abstract and less familiar than other initiatives and may make it difficult to get the engagement necessary.



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- Lumina moves on from different initiatives with little interest in catching people up. Their strategic plan is to increase quality progression and completion and then they will move to a creating a 21st century educational system with an emphasis on transcripts that reflect outcomes instead of seat time.
- Keeping a focus on the needs of Oregon, do we gain anything in continuing to talk about the DQP in and of itself? Do we get something from DQP activities that we're not getting from the other initiatives (LEAP, etc.)?
- DQP may add the dimension of the entire degree including the co-curriculum and Registrar's office. Do we have the ability to tag and transcript the outcomes? Faculty engagement is important but Registrar engagement is also important to make learning outcomes visible. Maybe these things can be woven into the Oregon specific response instead of tying it to a funding source that may be less flexible.
- General thoughts on the direction to take:
 - If we can leverage dollars toward something we want to do in Oregon, that would be good, but not if it is just extra work. Perhaps more focused on one or a few institution(s) becoming an incubator to see what it would look like to transcript looking at proficiency instead of seat time. DQP would be the base for the work and would provide funding for work that may not find funding otherwise.
 - May be ill advised to enter into another contractual agreement when the system are in flux and not working at the system level would not necessarily be a worthwhile endeavor.
 - May be the best to shut the current DQP work down at the end of year 2 because the work had lost its legs. Moving on to the transcript aspects of DQP 2.0 for a small cohort of schools, only if it meshes closely into the work Oregon is already doing, then it may be helpful and worthwhile.

4 Update on work plans and disbursement of funds to institution

- Ready to send out after a few details are discussed with Carol

Anna Kate

5 Other Business

- Matt gave a technology update

All

Next Schedules Meetings:

Information Forum Conference Call: February 12, 2014 2:00p.m. to 3:00p.m.

Core Group Conference Call: February 19, 2014, 2:00p.m. to 3:00p.m., same phone number

National Resource Committee: Not yet scheduled