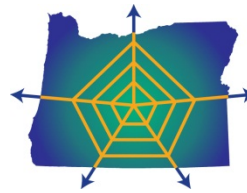


**Oregon DQP National Resource
Committee Conference Call**
Regular Meeting



**Degree
Qualifications
Profile** in Oregon

April 18, 2013, 8:00 a.m. (PST)

Audio Conference Line (sponsored by CCWD): (800) 689-9374; Participant Code: 298704

Membership of DQP Oregon National Resource Committee:

Walter G. Bumphus (absent) American Association of Community Colleges	Sandra E. Elman (present) NW Commission on Colleges & Universities
Terry W. Hartle (absent), Mikyung Ryu (present) Division of Government & Public Affairs, American Council on Education	Larry D. Large (present) Oregon Alliance of Independent Colleges and Universities
Melody Rose (present) Oregon University System	Camille Preus (absent) Oregon Community Colleges and Workforce Development
Carol Geary Schneider (present) Association of American Colleges and Universities	Carol Schaafsma (present) Ron Baker (present) Co-Director, Oregon DQP
Marcus Kolb (present) Lumina Foundation	Kent Neely (present) OUS Chancellors' Office
Lynn Nakamura (present) Don McNair (absent) Lane Community College, Fiscal Agents	Connie Green (present) DQP Principle Investigator

- The journey with Lumina to have this grant Connie Green, Marcus Kolb

 - Marcus Kolb has been with us since we began to think about how we would do this work
 - Oregon DQP is learning how to make the conversation work between 17 community colleges and 7 universities; Oregon is a pilot for this work being conducted at the state level
 - When the grant was written, there was ownership by the community colleges and interest from the universities. As the work has moved forward, the playing field has become more level between the community colleges and universities.
 - There has been some structural instability in the university system that has resulted in significant personnel changes. This movement of staff will likely continue into the next year. The team should be mindful and feedback explicit in how this instability affects the work moving forward.
 - The University of Oregon has been active in understanding the work but is waiting for the right time to bring this to their faculty who are very involved in the LEAP work.
- The goal of the grant Connie Green, Marcus Kolb

 - The goal is to answer how we connect, how institutions do the work internally, horizontally across peer institutions and vertically between 2 and 4 year institutions. The focus is on learning about the process as much as making the alignments horizontally and vertically.
- The current status of the grant Ron Baker, Carol Schaafsma

 - Reviewed the PowerPoint presentation
 - The learning outcomes at the Associate's Degree level are the same at the Bachelor's and Master's level but expanded and deepened; they are "nested" learning outcomes.

- Oregon's DQP focuses on the integration of the outcomes as they "ratchet up" from the Associate's level to the Bachelor's level. This "ratcheting up" is of particular interest in moving forward.
- Oregon is unique in that all of the public two-year and public four-year institutions are encouraged to participate instead of it being limited to just 1-2 institutions.
- The Oregon DQP is not asking institutions to do everything the same but rather asking them to look at what they are already doing and see how DQP can inform and help move their work forward. This means that not all institutions were ready to engage at the beginning but hopefully they all will engage at some point during the 3 years.
- Oregon DQP is asking the institutions where they are engaged in articulation and can DQP be inserted into those conversations (vertical alignment) or where they have a program that may benefit from alignment across institutions and how DQP might assist (horizontal alignment).
- With respect to horizontal alignment in Gen Ed, this exists only to the degree that accreditation requires and DQP creates many more commonalities- not standardization but rather more clarity. It is especially interesting in some of the degrees (including career technical and Oregon transfer degrees) to have closer alignment, with particular challenges occurring in the Gen Ed portions of the degrees. This is particularly important in Oregon as we are focusing on the smooth transitions from level to level with the necessary proficiency.
- In the university system, there is greater interest in the vertical alignment than the horizontal alignment. They are trying to maintain the ease of movement by students between institutions while allowing for the uniqueness of each of the institutions.
- About a year before the grant, there was some "warm-up" to the project but when the grant started, there were different levels of awareness of the DQP work so it took a little longer to get going; we had to meet each institution where it was instead of imposing a specific framework. As a result of this, there was a lot of conversation internally about what the learning outcomes would be and how they align but also at what level of learning happens across each of the dimensions. The spider web mapping really helped.
- There are four objectives for the Oregon DQP: 1) institutional engagement, 2) horizontal alignment, 3) vertical integration, and 4) developing a website that documents the work and makes visible what each institution is doing for both the participants and for parties that are interested in the work that is happening. The institutional engagement has been quite widespread, the horizontal alignment is starting to happen and there has been some progress on the vertical integration.
- The DQP work has been moved through institutional leads, statewide organizations (OUS and CCWD), and statewide workgroups. Each institution shares this information with their governing boards as they determine appropriate. At the community college level, it has been shared through the Oregon President's Council and some Presidents have specifically discussed this work with their Boards. At the university level, it has been shared with the Provosts and there are opportunities to share this with the State Board of Higher Education in the future; it is on their radar even if it has not been specifically discussed. So much of this sharing with Boards depends on where the DQP has been embedded and how broadly it has been shared within the institution.

4. What we have learned to date

Ron Baker, Carol Schaafsma

- We are still very much at the beginning of the process
- Because there is not direct alignment between DQP and LEAP work, some institutions that are fully engaged in LEAP have been reticent about using DQP.
- The spider mapping tool is flexible enough to customize it to the institutions work; it can be used at the course, program or degree level.

- The verbs used at the associate degree level aren't congruent with the student learning that occurs within that degree. Both the language and the visual representation for the DQP appear to be linear in nature, and may not adequately reflect the learning process for students.
- When people can get into the conversation, the framework helps them look at their learning outcomes and sum them up at the meta-level. It has started conversations that they have not had before; looking across their curriculum.

5. Insights and guidance

All

- If there is not a clear and compelling reason for doing the work and a significant incentive and/or a mandate to do the work, it is hard to get people to engage. It can be viewed as external intrusion into academic affairs/freedom and there is fatigue from all of the initiatives they have been asked to do. There has been much greater dependence on in-kind contributions in doing this work. Organizationally, this takes a lot of work from a support staff and Lane has done a lot of work to support this effort. Money, support, and personnel have an impact on the speed at which the project progresses.
- A lot of thought and care has gone into the Oregon DQP. As we move along, the ultimate outcome should reflect the complexity of the work and not be perceived as a quick fix to standardize education but rather to create improvements and greater alignment in balance with the unique nature of each institution. The framework has been "Higher standards without standardization" with breadth, depth, and integration. Will the spider web be the next framework or is it too simplistic?
- DQP is targeted at students who move between institutions that may not have consistent degree requirements so it really addresses a critical need for typical students.