

Degrees and Certificates Minutes
December 5, 2012
Sylvania, CC Spruce Room
2pm to 4pm

In attendance: Susanne Christopher, Birgitte Ryslinge, Sylvia Grey, Joanne Harris, Anne Haberkern, Sally Earll, Kathleen Bradach, Eriks Puris, Phil Christain, Dave Stout, Trish Willy, Janeen Hull, Alex Jordan, Beth Fitzgerald, Joy Killgore, Kristin Benson, Djambel Unkov, Kendra Cawley.

Guests: Terry Foty, Bob Steele, Shannon Baird

Old Business:

Review November 14th, 2012 Minutes

Eriks moved, Janeen seconded. **APPROVED.**

Discussion Items:

EAC Chair Report, Susanne

Discussion:

No report, we met on the same day as EAC in November

DOI report, Birgitte

Discussion:

Voluntary framework for accountability.

CIC report, Janeen and Phil

Discussion:

Introductory meeting convened. Completion introduction, hope to have 100 percent of Oregonians graduating from high school by 2025 with 40% earning an AAS, with an additional 40% Bachelors degree.

Curriculum Office Updates

Discussion:

Course Leaf implementation shared with committee. The Curriculum Director distributed the Timeline to the committee.

Plan for next steps:

College math competency

Discussion:

Initial focus was on Math 65 for the AAS degree. The state doesn't require us to have a math competency. We have one but is it the right competency for the degree? What is the purpose of a math competency in general? How does our math competency relate to high school math competency and should it? How many programs require math 95? 65? Should we have more than one way to measure math competency? What is the relationship with Math 85 work? Alex shared that the Math 85 project is moving slower since the grant wasn't funded. How many current AAS Degrees and Certificates have Math 65 or 95 in their core requirements? Djambel searched web and found the following:

Math 95

Nursing (SAAS)

Math 65

Apprenticeship

Dental Laboratory Technology (AAS)

Emergency Medical Technician - Paramedic (SAAS)

Emergency Medical Technician - Paramedic *** EMERGENCY MEDICAL SERVICES (SCC1)

Graphic Design (AAS)

College Core Outcome assessment

Discussion:

Susanne provided a brief overview of the past 5-8 years on degree and certificate outcome information on our form, expansion into linking AAS degree outcomes to Core Outcomes. Now the question is do we add assessment to our forms and if so with what purpose and intent? EAC will discuss this a bit on Wednesday. Also a LAC-EAC Work Team has been formed to help lead the outcomes and assessment processes. Susanne and others will report back in January or February meeting, dependent on catalog workload.

General Education in AAS

Discussion:

How do AAS general education requirements, Core Outcomes, and Related Instruction inter-relate? Do we have some redundancy? Are there sufficient general education requirements in our AAS and are they the correct ones given the work done on Core Outcomes and assessment? From a student completion agenda, should we revisit some of our AAS general education requirement assumptions?

New Business:

2:45 Revision: Building Construction Technology: Construction Management AAS: Bob Steele

Remove five courses, add sixteen credits of electives, create three new electives lists.

Discussion:

New electives list will help avoid substitutions and assist students in avoiding courses they don't need to take.

Joanne moved, Birgitte seconded. Unanimous recommendation for approval. **APPROVED.**

3:00 Revision: Computer Information Systems: Health Informatics AAS: Terry Foty

Change to a limited-entry program, prerequisites, remove one course, add one course, remove two courses from electives, add one course to electives, reduce electives credit requirement.

Discussion:

Eriks moved, Phil seconded. Unanimous recommendation for approval. **APPROVED.**

3:15 Revision: Multimedia AAS: Elizabeth Fitzgerald

Remove four courses, create electives list, add fifteen credits of electives.

Discussion:

Dave moved, Joanne seconded. Unanimous recommendation for approval. **APPROVED.**

Consent Agenda:

Computer Information Systems: CIS AAS minimum grade requirement change.

Criminal Justice AAS: Adding CJA 232 to the Criminal justice Degree Electives list.

Multimedia: Adding MM 146 and MM 247 to the Program Electives list.

Dave moved, Beth seconded. Discussion on whether or not to table CIS, concerns expressed around clarity on language with regards to C and P grade. It was determined to leave it on the Consent Agenda.

Unanimous approval of consent agenda as a whole. **APPROVED.**

The DQP and PCC

DQP = Degree Qualification Profile

A response to the question: what do our degrees mean?

Derived from the “Bologna Process” –consensus and alignment of degree outcomes across 51 nations, to provide a common language and understanding of what knowledge, skills and abilities pertain to different degrees

The DQP is the US version, supported by the Lumina Foundation, addressing the same sort of problem: Can we develop a common language and set of criteria by which to understand what our different degrees mean?

Outcomes in 5 areas:

- **Applied learning** is used by students to demonstrate what they can do with what they know.
- **Intellectual skills** are used by students to think critically and analytically about what they learn, broadening their individual perspectives and experiences.
- **Specialized knowledge** is the knowledge students demonstrate about their individual fields of study.
- **Broad knowledge** transcends the typical boundaries of students’ first two years of higher education, and encompasses all learning in broad areas through multiple degree levels.
- **Civic learning** is that which enables students to respond to social, environmental and economic challenges at local, national and global levels.

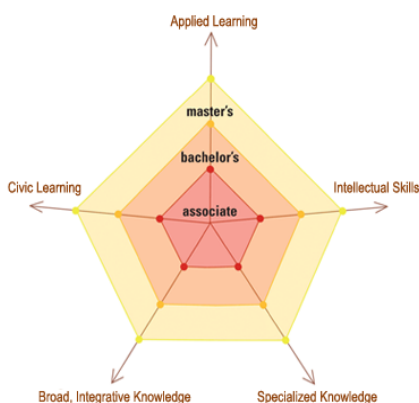
For each area, outcomes are leveled to the Associates, Bachelors and Master’s degree level

Example:

INTELLECTUAL SKILLS

Analytic inquiry

- At the associate level, the student Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.
- At the bachelor’s level, the student Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field and at least one other academic field.
- At the master’s level, the student Disaggregates, adapts, reformulates and employs principal ideas, techniques or methods at the forefront of his or her field of study in the context of an essay or project.



Outcomes can be “tuned” to specific disciplines – so that the language used resonates specifically with faculty in those areas.

What does this have to do with us?

Oregon was awarded a sizable grant from Lumina to investigate the applicability of the DQP to our ongoing development of meaningful and assessable outcomes. The “deliverables” of the grant are fairly modest: explore how DQP might be used at your college, and record and report on your explorations and conclusions. Exploration is encouraged on three levels”

Institutional: how might your college use the DQP in the context of our own work

Horizontal Alignment: how might the DQP outcomes guide collaboration and alignment within a sector (for us – with other CCs and CC programs

Vertical Alignment: how might the DQP outcomes be used to help align program transitions, from the Associates to the Bachelors ,and Bachelors to Masters, within given program or disciplines

The grant is for three years, and colleges can participate in one, two, three or none of the years

This is not a directive to adopt DQP across the college, or even in the areas of investigation. Oregon is essentially “beta testing” the DQP. Does it serve any useful purpose for us? Are these the right outcomes for us? Do they encompass our educational values?

We are not eager to take on yet another new thing in a big way, but there are both practical and political reasons for participating to some degree. For this reason PCC committed to the first year only.

Our Participation Involves:

- Participating in monthly phone conferences (Craig)
- Attending quarterly conferences.
- Establishing a work plan (due Dec 14), and reporting on progress (March and May).

Institutional:

- Get feedback about DQP from (1) faculty taking Winter Quarter Assessment class with Gabe and Michele and (2) LAC members
- Give to faculty who feel our Core Outcomes are unworkable. Are these more appropriate? Suggested Revisions (to Core outcomes)?
- Encourage use of LEAP value rubrics (outcomes are similar to those of DQP) that align with core outcomes for SACs that are having trouble developing them .

Horizontal

- Oregon Council of Computer Chairs may be a likely organization to take this on, as they have acknowledged challenges in making sure CS and CIS offerings across the state are aligned. Agreed to 70% agreement between instructors. See if PCC computer instructors are interested
- Paraeducator: already has statewide outcome alignment. Our instructors, and others in the state are willing to discuss alignment with DQP
- Student services will propose student development learning outcomes think tank under sponsorship of CSSA. Goal would be to identify learning outcomes specific to Student Service that align with DQP and other student support initiatives

Vertical

- Business? Gary Brown at PSU noted that PSU was interested in looking at DQP alignment with CC in Business. PCC instructors are already working with PSU around improving student preparation for transfer.