

**February 13, 2013, Video Conference Advance Questions
(Lane Community College)**

For each of the following please provide information you would like to share with colleagues at other Oregon DQP institutions. We ask that by February 6, 2013, you email your responses as an attachment to DanskineM@lanecc.edu. Shortly thereafter all responses will be available for public viewing on the DQP website (<https://oregondqp.lanecc.edu/>) in the "Conferences" section of the "About the DQP Project" page.

1. Although the DQP work is still in its early stages, describe progress you may have made in clarifying, refining, or implementing your Work Plan?

We have simplified our initial activities into three categories: mapping, professional development, and outcomes for co-curricular activities. For each area, we are developing smaller work groups who will take point on the work. We've had two meetings this term to review progress and to explore some of the tools that we are developing for mapping to Lane's Core Learning Outcomes.

2. How has the work to date with the DQP informed your thinking on the identification and alignment of learning outcomes and assessment of student achievement of those outcomes?

Lane's Assessment team is actively involved with the DQP project. We are mapping course and program level outcomes to our Core Learning Outcomes and to the DQP web. In all these conversations, we have also discussed the look of assignments and assessments for student learning in these dimensions.

3. What focus/activities for the May conference would be most helpful in working through your Work Plan?

- We would like to see some focus on mapping of outcomes: both for CLOs and within the DQP framework. The mapping activities (as Blue Mountain noted) are engaging for faculty and lead to good conversations.
- We would also like some discussion of critiques of the DQP "levels" of outcomes. We'd like a discussion of how levels may differ by type of outcome (verbs that are used) and ALSO by the scope of performance (what level of mastery or facility with skills) We would like to consider those areas in which students gain foundation frameworks with introductory vocabulary and skills in the first two years of college; and then gain more mastery and technical vocabulary in upper division courses.
- We would like opportunities to explore both our horizontal integration with other CCs and also meet with our University partners to examine vertical integration.