Lane Community College — Mapping CLOs to the DQP

strategies
methods
strengths
challenges

What did Lane learn?

Lane Community College — What did we map?

- AAOT outcomes to DQP
- Physical Therapist Assistant (PTA) program outcomes to DQP
- PTA outcomes to Lane's Core Learning Outcomes (CLO)
- Lane's CLOs to DQP

Lane Community College — How? Who?

What	How	Who
AAOT to DQP	AAOT outcomes mapped by verbs (discourse); weighted by # of credits	Mary Brau, IRAP faculty coordinator
PTA to DQP	Accreditation outcomes statements excluding Gen Ed mapped by verbs (discourse); weighted by # of outcomes	Christina Howard, PTA coordinator
CLOs to DQP	Mapped subheadings of CLOs by verbs; weighted evenly within a DQP vertex	Christina Howard, PTA coordinator
PTA to CLOs	(1) Converted PTA-DQP to the CLO map using an algorithm (2) New mapping for course outcomes to CLOs; weighed by assessments and grading criteria	Christina Howard, PTA coordinator with Joseph Colton, CIT faculty

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Lane Community College — AAS Physical Therapist Assistant Program

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Lane Community College — Example of CLO subheading mapping

Lane CLO	CLO subheading	DQP
Think critically	**Evaluate** supporting information and evidence	Intellectual Skills – • analytic inquiry • use of information resources • quantitative fluency
Create ideas and solutions	**Invent** new variations on a theme, unique solutions or product, transform and revise solution or project to completion	Broad, Integrative Knowledge Intellectual Skills • Analytic inquiry • Engaging diverse perspectives • Quantitative fluency • Applied Learning

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Lane Community College — CLOs to DQP

DQP Intellectual skills account for 50% of learning at Lane as defined by CLOs.

Strengths from mapping

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- Mapping to a framework can help identify gaps in learning outcome and outcome assessment
- Maps create a visual reference for learning outcomes assessment
- DQP mapping has potential to demonstrate horizontal and vertical alignments by using shared language
- If done collaboratively—affords opportunity for discussion of program and course learning and assessment

Challenges and limitations

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- DQP verbs are inconsistent with the level of learning within programs at Lane
- Mapping and weighting is complex; anticipate low inter-rater reliability and validity among faculty across disciplines
- N = 1: not a best practice for map generation
- Quantitative maps can be misinterpreted and misapplied as evidence of learning (data driven or science driven?)
- A balanced web should not be considered a strength nor a goal for a specialized degree (e.g. AAS)

Further Questions

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- *Are the data meaningful?*
- What are best practices for developing measurement methodology for qualitative outcomes?
- What are best practices for setting criteria for "weighting" of outcomes to the frameworks (e.g. credits, number of outcomes, outcome verbs, etc.)?
- Will mapping inform articulation agreements, credit transfers, career pathways, and professional development?
- How can students use these tools?

Authors

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