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Mapping CLOs to the DQP

strategies

methods

strengths

challenges

What did Lane learn?

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

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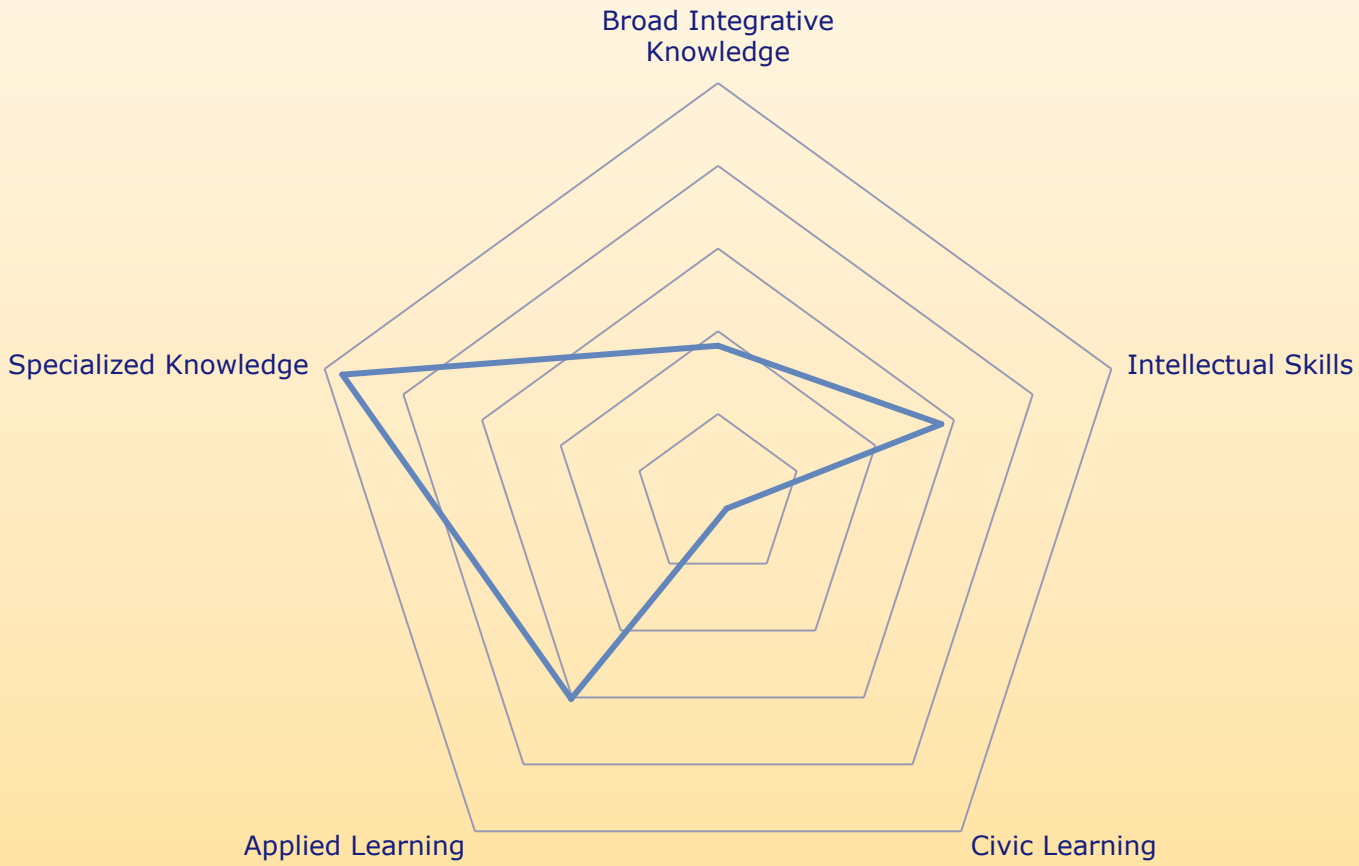
How? Who?

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

AAS Physical Therapist Assistant Program

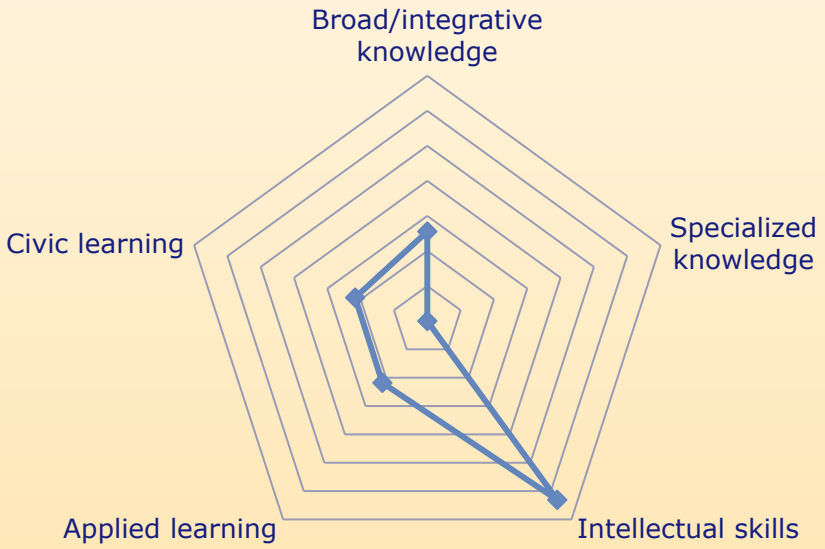


Example of CLO subheading mapping

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

CLOs to DQP

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



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Strengths from mapping

- 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

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Challenges and limitations

- 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)

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Further Questions

- *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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