Lane Community College

Degree Qualifications Profile
Year 1 Work Plan Progress Report

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Institutional Characteristics

The Lane Community College district is defined as Lane County, Monroe Elementary District, and Harrisburg Union High School District. Although 89% of students reside in-district, Lane serves students from many areas including out of state and international students, who represent about 4% and 1% of our students respectively. We have a Main Campus and five satellite locations, including the Downtown Campus and sites in Florence and Cottage Grove.

The total headcount of students in 2010-11 was 37,561, and the total Full-Time-Equivalency (FTE) was 15,471 (one FTE = 510 clock hours of instruction). Lane had the second highest enrollment among all Oregon community colleges in terms of FTE and had the third highest headcount. Lane's enrollment surged with the economic downturn beginning in 2008. Enrollment grew 39% from 2007-08 to 2010-11. Since then, increases have slowed and we are beginning to see some declines in enrollment.

Lane provides a number of programs, lifelong learning experiences, and community services beyond those represented by these counts of students and classes. Examples include Workforce Development programs (http://www2.lanecc.edu/wdd), the KLCC radio station, programming for parents with young children and for seniors, and hosting numerous cultural events including public speakers and performances.

Of the nearly $87 million in general fund revenues for 2010-11, 48% were supplied through intergovernmental sources and property taxes, 49% through tuition and fees, and the remaining 3% from other sources. LCC credit students received over $104 million in loans, grants, scholarships, and College Work Study through our Financial Aid Office during 2010-11.

Student Demographics
In 2010-11, credit students (defined as enrolled in at least one credit course) accounted for about 62% of the total student headcount of 37,561. About 55% of credit students were enrolled full-time (defined as 12 or more credits per term). Roughly 20% of all credit students were high school students enrolled in our College Now dual credit program, while about 24% of credit students also took one or more non-credit classes in 2010-11. Among regular credit students (excluding those in high school), 37% were in Career Technical programs, 55% in Transfer programs, and about 8% had not declared themselves to be seeking a degree or certificate.

Credit courses accounted for 86% of the total FTE, with the largest FTE categories being Lower Division Collegiate courses (53%), Career Technical courses (28%), and Postsecondary Remedial courses (9%). The average age of credit students was 28-years-old, compared to 49 for non-credit students. 51.4% of credit students were female, compared to 62.7% of non-credit students. The credit student population was 80% Caucasian and 9% Hispanic, with the remaining students self-reporting as African American, Asian/Pacific Islander, Native American, or multiracial (excludes international students and those with unknown race and ethnicity). Among non-credit students, 77% were Caucasian and 15% Hispanic.

Staff Demographics
In 2010-11, Lane had 1,151 regular employees, i.e., those who were either managers or who were represented by a collective bargaining unit. Of these 1,151 total staff, 22% were contracted faculty, 37% part-time credit faculty, 35% contracted classified, and 6% managers. 62% of this staff was female and 84% was Caucasian. The overall ratio of part-time faculty to full-time faculty for 2010-11 was 63% to

37%. In addition, Lane employed a large number of non-contracted staff, such as hourly workers, temporary staff, non-credit faculty, and student workers. Many of these workers were hired to accommodate the large enrollment increases in the past few years.

Like many other Oregon colleges, Lane is challenged by high enrollments, diminishing state funding, increasing numbers of under-prepared students, few new or replacement hires for full-time faculty and support staff, and a high reliance on contingency faculty and staff. These conditions place strain on the college workforce and affect how faculty and staff engage in new initiatives.

Source: http://www.lanecc.edu/research/ir/documents/2012FactsBroch_final.pdf
For more information about Lane see the following websites:
http://www.lanecc.edu/
http://www.lanecc.edu/research/ir/index.html
For a comparison with other Oregon community colleges see
http://www.oregon.gov/ccwd/Pages/pub_rpts.aspx

Goals and Objectives Year 1 (AY 2012 – 13)

The Lane Community College DQP team consolidated an initial list of fifteen outcomes for Year 1 into nine outcomes with three themes that carry through the three major objectives of the DQP: Institutional Engagement, Horizontal Integration, and Vertical Integration. Our themes are mapping, professional development, and student affairs outcomes. In addition to these activities, Lane's Year 1 goals include setting up the infrastructure to support the team and establishing a regular meeting schedule.

Institutional Engagement
The Lane team selected three separate threads to its work for the first year:
   A. Mapping outcomes in Writing and Composition courses, in Math 95 and Math 111, and in six AAS programs to Lane's Core Learning Outcomes (CLOs) and to the DQP spiderweb.
   B. Faculty Professional Development activities on learning outcomes, assessment, and assignments, rubrics, in partnership with the University of Oregon DQP team; and ,
   C. Identify student affairs co-curricular learning activities and outcomes as High Impact Practices; begin mapping to Lane CLOs and DQP spiderweb.

Horizontal Alignment
   A. Writing/Composition outcomes: Share process, reflections and documentation with Lane Assessment team and Faculty Council, and with OWEAC to foster horizontal alignment
   B. Alignment of course outcomes and objectives in MTH 095 and MTH 111 with other Oregon community colleges
   C. Initiate state discussions of co-curricular outcomes at CCSA

Vertical Integration
   A. Writing/Comp Lane and UO faculty workgroup convenes to create shared plan for aligning revised writing outcomes; may also include Eastern Oregon U and Blue Mt. CC
   B. Work with higher education faculty in Oregon and other partner states to find agreement on common learning outcomes in quantitative literacy
   C. Joint Faculty Development with UO

Progress To Date

Team organization and infrastructure

The 18-member Lane team is comprised of faculty from general education and career technical areas, managers (Deans and Executive Deans), and IT staff. Collectively team members link with multiple academic divisions and disciplines, executive leadership of the college, Faculty Council, Learning Council, Institutional Research and Planning, statewide organizations, and colleagues at the University of Oregon. We developed three subcommittees around the three activities of our Institutional Engagement Year 1 plan. Team members collaborate through a combination of real-time meetings and asynchronous methods to facilitate goal setting and subcommittee work. Team members from IT provide active and consultative support, including researching and presenting best practices for tracking the group process.

Recent discussions have led the team to form a blog where members can post actions and reflections on the DQP work. The blog will provide a space for continuous discussion and planning of the campus DQP developments as well as chronicle those developments. Each major topic and work area will be managed by a primary writer/blogger who will guide the discussion and development of the work in that area. The Lane Team Blog will serve as the team "historian." We are also exploring using the web-based "tiki-toki" as a record of events and accomplishments for the Lane team and have started to add events and accomplishments to it. Go to http://www.tiki-toki.com/timeline/entry/97254/Lane-DQP-Project/#vars!date=2012-09-21_14:38:41!

In time an internet based forum may also be constructed to provide a space for finer detailed problem solving discussions. The forum space could be an entry point for those learning about or experimenting with the CLOs, the DQP outcomes, mapping, the spiderweb framework, and establishing appropriate weights.

With IT support, it is envisioned that both the blog and the forum environments can be replicated for other individual institutions in Oregon, the statewide DQP project, or even be a prototype for a managing a national level discussion.

We are assisted in tracking institutional in-kind support for the Oregon DQP by Lynn Nakamura in Lane's grants office.

Institutional Engagement

A. Mapping outcomes in Writing and Composition courses, in Math 95 and Math 111, and in six AAS programs to Lane's Core Learning Outcomes (CLOs) and to the DQP spiderweb.

This activity is the core of Lane's Year 1 work and is led by Christina Howard, Assessment Team chair and Physical Therapy Assistant faculty coordinator. Other members of the work team include Joseph Colton, CIT faculty; Siskanna Naynaha, Writing Coordinator; Kate Sullivan, Writing and Film faculty and Core Learning Outcomes Coordinator; Ben Hill, Math faculty; and Mary Brau, Institutional Research and Planning. This work capitalizes on the synergies of the current rollout of five new Core Learning Outcomes for Lane students; updates of all course outlines (outcomes and topics) to meet accreditation standards; and familiarity with the spiderweb tool initially developed by Mark Williams (Umpqua CC).

During development of the new CLOs, Assessment team members mapped the CLO attributes to the DQP spiderweb. We wanted to ensure that the CLOs we developed would fit with the future DQP work at Lane. See Appendix A.

Team members also experimented with the existing spiderweb tool. We wanted to explore creating a similar tool to enable faculty to map course-level outcomes to the new CLOs. Joseph Colton developed a data base version of a mapping tool which allows for weighting outcomes across our five domains and that incorporates a "notes feature" for faculty to explain their methodology and rationales.
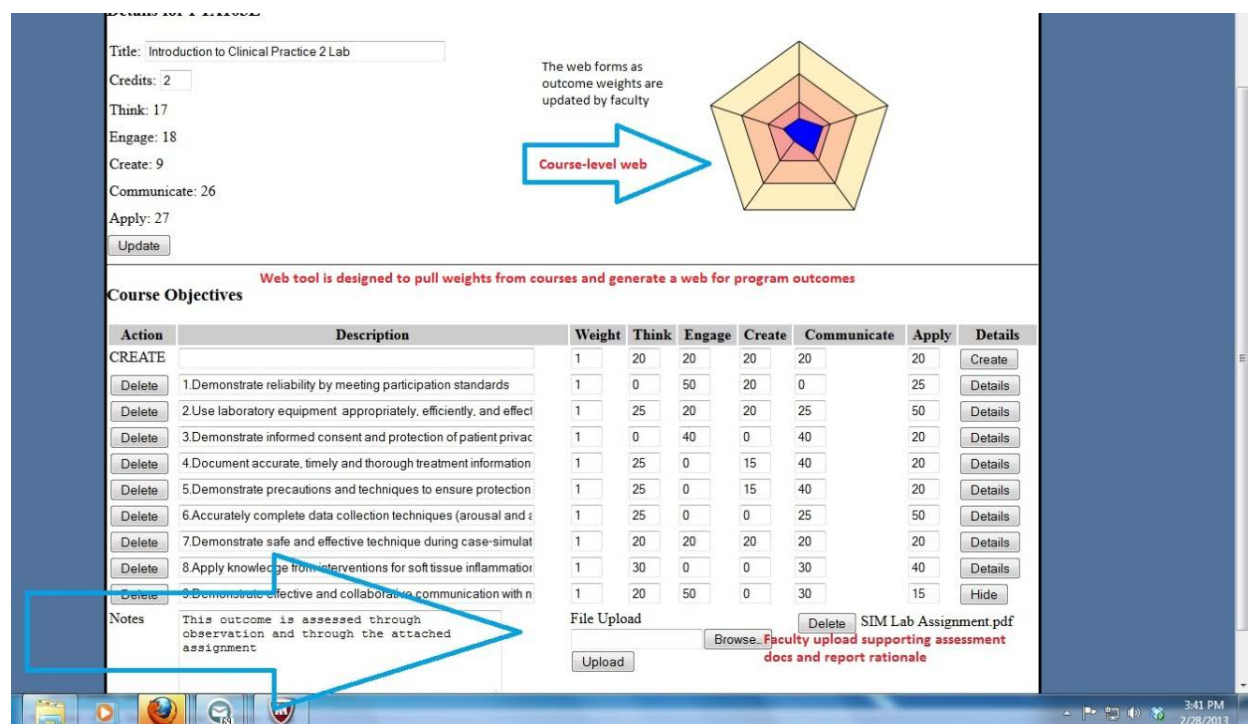

Fig. 1. Mapping course outcomes to Lane's CLOs using a spiderweb format that allows for uploading documentation and rationales for weightings. Developed by Joseph Colton, Lane team.

The tool was demonstrated to the DQP team. In our subsequent discussions, we identified challenges in how the relative weights of each outcome are determined. We will continue "field-testing" the mapping tool and are currently working to pull outcomes from the course outlines (being entered into a Banner-system database) to avoid reentering data. We have made significant progress in this project. *This work demonstrates the notion of multiple or layered frameworks for categorizing learning outcomes: the college CLO framework AND the DQP framework.*

The six degree programs slated for mapping are Physical Therapy Assistant, Health Informatics, Computer Network Operations, Computer Programming, Computer User Support, Exercise and Movement Science. In addition we are capturing course-level outcomes from the outcomes entered into Banner as part of the college-wide course outlines update. Course learning outcomes are entered into the web mapping tool for CT programs in CIS, Computer Programming, Culinary Arts and Food Services Management, Dental Hygiene, EMT - Paramedic, Exercise and Movement Science, Hospitality Management, Legal Assistant and Paralegal Studies, Multimedia Design, Nursing, PTA, RC, and Water

Conservation Technology. Course learning outcomes for most Gen Ed courses are entered in to the web tool.

B. Faculty Professional Development activities on learning outcomes, assessment, and assignments, rubrics, in partnership with the University of Oregon DQP team.

Faculty professional development (FPD) activities were acknowledged from the outset as a key component of the DQP project. Activities will provide a way for a broader faculty community to engage in the DQP conversations and also to promote the connections between outcomes, learning activities (assignments) and assessment. The Lane team invited Ken Doxsee, Associate Vice Provost for Academic Affairs at the University of Oregon, to join us in our team meetings. Our FPD work team members are Sarah Ulerick (DQP lead and Science Dean), Susan Carkin (LLC Dean), and Ken Doxsee. With Ken's participation, the team identified a strategy for combining resources to develop one or more FPD events for Spring. Sarah Ulerick and Ken have held one meeting to discuss needs and challenges in carrying out this plan and will meet again soon. The most significant challenge in this activity is time and financial resources to offer workshops for faculty. At Lane, with a majority of part-time faculty members, it is essential that FPD events are able to be inclusive of all faculty groups. This typically involves providing stipends or hourly compensation for part-timers.

In the realm of opportunities, we hope to "borrow" FPD activities through other existing projects and structures. The past DQP conferences have been very useful in broadening the conversations and engaging Lane faculty in this work. At the UO, the Teaching Effectiveness Center provides an infrastructure for faculty trainings; both UO and Lane faculty can make use of these resources. At Lane, activities promoted by the Assessment Team, Learning Communities (Tea and Topics), and division and department meetings all afford some windows for initiating engagement with DQP.

Our next step for this activity will be to meet as a work team and develop a plan for Spring and possibly Fall events. We plan to connect with other campus projects and UO to identify synergies for FPD.

C. Identify student affairs co-curricular learning activities and outcomes as High Impact Practices; begin mapping to Lane CLOs and DQP spiderweb.

This workplan item will be re-vised to state: **Identify student affairs co-curricular learning activities and learning outcomes and map them to Lane CLOs and DQP spiderweb.**

Linking student affairs co-curricular activities to learning outcomes is an innovative aspect to our DQP plan. Kate Barry, Interim Executive Dean for Student Affairs, leads this work in collaboration with managers, faculty and staff in Student Affairs areas.

Prior to the DQP project, some initial identification of high impact co-curricular activities on campus had taken place. The Roadmaps project had surveyed students for their engagement in co-curricular activities as High Impact Practices and the Work/College committee had done some mapping of student jobs as co-curricular activities. However none of this work was focused for Student Affairs and was not connected to learning outcomes.

Our first step is to identify current co-curricular activities in Student Affairs and determine which of these have clearly defined learning outcomes. For those with learning outcomes, we will assess whether these map to the college's core learning outcomes and DQP framework. Thus far, mapping is in process.

A key decision was to map those activities that are *not* part of ongoing course curricula but that can be clearly defined with outcomes that can be captured.

We discovered that attempting to include all Student Affairs practices that involve learning [e.g. students completing a Free Application for Student Aid (FAFSA)] was too broad, time consuming, and general an enterprise for this project. We have initially focused on three types of Student Affairs co-curricular activities: student leadership opportunities, student jobs such as tutors or peer mentors, and Student Affairs workshops such as Keys To Success. In the future, it may be useful to determine and map learning outcomes for more activities. For example, the Financial Aid department could identify the learning outcomes students attain from completing financial aid processes and help students make the connection between this necessary process and more general learning outcomes.

Our next steps will be to complete the identification and mapping process. Going forward, student affairs faculty and staff will become more engaged; we will seek student input; and, we anticipate mapping co-curricular learning outcomes to the DQP spiderweb.

Horizontal Alignment
A. **Writing/Composition outcomes: Share process, reflections and documentation with Lane Assessment team and Faculty Council, and with Oregon Writing and English Advisory Committee (OWEAC) to foster horizontal alignment.**

A Faculty Council discussion is scheduled for April 10. Joseph Colton, DQP team member, is co-chair of the Council. Writing/Composition faculty is active in OWEAC. We did not get an update on this work at this time.

B. **Alignment of course outcomes and objectives in MTH 095 and MTH 111 with other Oregon community colleges.**
This work is a part of the WICHE project. We did not get an update on progress at this time.

C. **Initiate state discussions of co-curricular outcomes at CCSA.**
Kate Barry will engage with student affairs colleagues statewide in discussing the potential mapping learning outcomes of co-curricular activities at their institutions at the Council of Student Services Administrators (CSSA) statewide meeting (Feb. 8, 2013). Since not all Oregon Community Colleges are participating in DQP a sub group of CSSA administrators is forming to further this discussion and report back to CSSA.

Vertical Integration
A. **Writing/Comp Lane and UO faculty workgroup convenes to create shared plan for aligning revised writing outcomes; may also include Eastern Oregon U and Blue Mt. CC**
B. **Work with higher education faculty in Oregon and other partner states to find agreement on common learning outcomes in quantitative literacy**
C. **Joint Faculty Development with UO**

We have no updates on these activities at this time.

Reflections

A. What influence, if any, has your work with the DQP had on degree or program outcomes?

Lane Assessment Team built on the DQP mapping tool developed by UCC to assess the relationship between initial drafts of our institutional CLOs and the DQP spiderweb framework. We made qualitative associations between the CLO language and the DQP language and then applied a measure of these associations to the mapping tool. The result informed our Assessment team (A-team) in developing our CLOs through identifying outcomes that were weak or missing from our CLOs (e.g., Civic Learning, and quantitative reasoning applications) and led to revisions and refinements of our final version. We have disseminated the new CLOs across campus and implemented a strategic plan for increasing visibility and application through the catalog, A-team website, faculty professional development, and discipline rubric development projects.

The mapping exercise results in powerful visual representations of the breadth and depth of student learning which inspires faculty and others to reveal the "shape" of the outcomes within their respective programs.

- Statewide: At the October 2012 DQP conference, Lane and UCC representatives facilitated use of a web-based mapping tool for attendees from institutions across the state who actively engaged in interpreting program outcomes as it related to the DQP framework. The conversations within the workshops revealed that institutions are actively seeking transparency and clarity connecting outcomes to assessment and value.
- Institutionally: Mary Brau, Lane's Institutional Research and Mapping (IRAP) Curriculum Coordinator, mapped the DQP framework to the Associate Arts Oregon Transfer degree, which has led to local and regional discussions of AA-level degree outcomes as they relate to the area of Specialized Knowledge.

B. What influence, if any, has your work with the DQP had on teaching and learning?

From the perspective the Lane's Assessment Team Chair, *the DQP conversations about quality and transparency in student learning assessment have supported and amplified the work of the Assessment Team.* Lane hosted regional DQP conferences and connected these opportunities to our institutional faculty professional development in assessment to strengthen links to teaching, learning and assessment. At least 19 disciplines from Transfer areas and CT programs attended our fall 2012 conference on learning assessment.

A recent faculty survey on methods and barriers for assessing core learning outcomes at Lane garnered broad faculty participation. Faculty teams across the college are now engaged in discipline rubric projects that are designed to promote assessment methods that are meaningful to faculty and clearly communicated to students. The DQP work has engaged faculty, administrators, and co-curricular staff in conversations around integrating learning for students at Lane and integrating learning with our OUS partners.

From the perspective of the Core Learning Outcomes coordinator and writing/composition faculty member, *the DQP conversations reinforce our commitment to explicit outcome statements that should guide and shape our curriculum.* The outcomes for writing/composition have been driven and shaped by state conversations that predate the DQP (e.g., OWEAC's outcome recommendations for transfer-level

writing courses [on-going since the late 1970s] and, more recently, the revision of the AAOT [2008], and our own department-level revisions to writing/composition learning outcomes.) *The work of statewide organizations and ongoing institutional conversations are essential components to the DQP discussions. For writing and many other curricular areas we are starting with established and agreed upon learning outcomes.*

That said the complicating factor is that there is a gap between those who are extremely conversant with our outcome statements and their operationalization (those who have been involved in the crafting of the statements, in on-going writing assessment projects and discussions about assignment design and scaffolding) and those who are not. This latter group may include new faculty, the rotating group of PT faculty or faculty who have disengaged from these conversations. Moving forward in the meaningful implementation, analysis and assessment of learning outcomes requires champions and support for professional development. *The high part-time to full-time faculty ratios commonplace on our campuses challenges community colleges to fully engage. This systemic obstacle cannot be dismissed.*

C. What influence, if any, has your work with the DQP had on assessment of student achievement?

The demonstration of the web mapping tool to the Lane team and our other mapping exercises have indirectly influenced assessment of student learning by offering a view of the relative emphasis of learning dimensions in a course. *Do the assessments and the values assigned to assessments accurately match the weighting of outcome dimensions?*

The methodology of quantifying degree outcomes into relative weights needs further development so that there is a shared understanding and value amongst faculty and institutions. Spiderweb maps should reflect methodology which is aligned with teaching and learning, and the diversity of assessment tools which are used to determine what students know and do. Our future work, including use of the new blog, will focus on transparency as we develop methodology for meaningful mapping.

Career-Technical Programs at Lane have published degree outcomes which align with the DQP framework. In most cases, our AAS programs use active verbs to explicitly define competencies for student achievement. *The current DQP definitions of level of competence at the AAS level are markedly incongruent with expectations for student achievement of high-level competencies for the workplace in actual AAS programs at Lane (and at other community colleges).* The DQP work has reinforced the robust nature of AAS student outcomes and achievement, which is largely supported by cooperative education evaluation of student performance and behaviors in the workplace, and state and national assessments of student competency following program completion.

Prior to the DQP work, Lane engaged General Education faculty in assessment projects that resulted in improved understanding of methods to assess students' ability to think critically and communicate effectively. Lane's core learning outcomes are a strong and preliminary step in aligning liberal education outcomes with the DQP framework. Faculty is very interested in working with OUS colleagues to strengthen a shared understanding of strong vertical integration and the DQP spiderweb provides a visible illustration to faculty and students about the multiple dimensions of learning.

D. What assistance would you like to receive to achieve of your Work Plan objectives?

With the limited institutional funding provided by the Oregon DQP project, we would like assistance in stretching our funds in order to engage faculty in meaningful professional development and collaborative work in all three integrative levels of the project: in-house, horizontally and vertically. The current structure of conference calls and video conferences accomplishes some of that, but mainly stays within the existing Lane team. We recommend that statewide activities or regional activities be developed that can include a broader range of faculty, staff and administrators.

Developing a topical forum for the DQP would also be useful, so that our team could connect more immediately with others around the state who are grappling with the same issues or concerns. *We are especially interested in conversations with other schools about the language of the DQP outcomes and the thresholds for AA vs. BA level achievement.* We are critical of the current outcome wording.

Within Lane, we see the need for a "summit" type meeting where all the groups linked to DQP can come together to learn about our experiences in mapping outcomes, how Lane's CLOs relate to the DQP, and what the DQP could mean for assessments, assignments and student learning.

E. What recommendations do you have to improve the DQP as a framework for practice?

We think that the DQP conceptualization of outcomes for a 2-year degree are too simplistic and don't reflect what students actually do. The outcomes as stated appear to be modeled on an understanding of learning as strictly linear instead of recursive. Community college students who complete 2-year degrees achieve much more than "describe" things. They apply, synthesize, evaluate, critique, create and communicate though they may do so at a less sophisticated or finessed level than someone who is further along in his/her educational journey.

Generalizations are dangerous for community college students, however. Our students range in age from 14 to 60 and beyond, and their critical thinking abilities are shaped by forces beyond our institution. This makes gauging "value added" very difficult. Additionally, unlike universities, which typically guide students through their curriculum in a meaningful and hopefully scaffolded fashion, the multiple goals/needs of our student body translate into varying patterns of enrollment and course completion. In any given section of a course, we will have students with a wide range of abilities, who demonstrate a range of competencies in their demonstration of learning outcomes, and who are at widely divergent places in their degree completion. These challenges are being discussed nationally; and Lane, along with other community colleges, is engaged in revamping student orientation, advising and degree planning to assist students to experience successful and planful educational journeys.

This observation ties to a second observation that we can generalize from what we know about teaching and learning in writing. For writing, what is important is not the creation of outcomes and rubrics (which are often empty descriptors) but rather, the discussion of what various rubric elements mean in the context of student writing. *Broadening this view, what is important for student learning is translating outcomes to clear expectations and thresholds for performance for students; and the shared understanding of these expectations and thresholds among faculty teaching the same courses. This means sustained and authentic conversations about our expectations for student attainment and thresholds for performance. This is the work of the Quality conversation implicit in the DQP.*

Lumina Grant Deliverables

A. List degrees, programs, or learning outcomes currently under review or planned for review as part of the DQP project.

Degree programs: Six AAS degrees will be mapped, including Physical Therapy Assistant, Health Informatics, Computer Network Operations, Computer Programming, Computer User Support, Exercise and Movement Science.

Learning outcomes: Core Learning Outcomes have been mapped to DQP. Work is underway to map writing course outcomes and selected math course outcomes to the CLO tool and the DQP tool. Work is underway to map a large sample of course-level outcomes to our CLO tool and potentially to DQP tool. Course learning outcomes are entered into the web mapping tool for CT programs in CIS, Computer Programming, Culinary Arts and Food Services Management, Dental Hygiene, EMT - Paramedic, Exercise and Movement Science, Hospitality Management, Legal Assistant and Paralegal Studies, Multimedia Design, Nursing, PTA, RC, and Water Conservation Technology. Course learning outcomes for most Gen Ed courses are entered in to the web tool.

Student Affairs: Work is underway to map learning outcomes for co-curricular high impact practices to our CLO tool and potentially to the DQP tool.

B. Describe current or planned engagement of faculty in the DQP project.

Lane and UO are jointly planning FPD activities for faculty for Spring 2013.

C. Describe the use, if any, of spider web maps in current or planned DQP work.

Spiderweb maps have been used in the development of Lane's new CLOs. We anticipate mapping course and program level outcomes to the spiderweb in the future. These outcomes will include those identified for selected student affairs co-curricular high impact practices.

D. Describe current or planned involvement, if any, by students and advisory committees in the DQP work.

The Student Affairs activity will seek student input regarding learning outcomes and mapping to the CLO and DQP frameworks. The Lane team will consider other opportunities to involve students and advisory committees as we go forward. Advisory committees may be involved in reviewing the maps produced for the six AAS programs.

Concluding Thoughts

At this early stage of our DQP work at Lane we can report that we find significant value in mapping learning outcomes to both our CLOs and the DQP framework. As stated previously:

- *This work demonstrates the notion of multiple or layered frameworks for categorizing learning outcomes: the college CLO framework AND the DQP framework.*
- *The mapping exercise results in powerful visual representations of the breadth and depth of student learning which inspires faculty and others to reveal the "shape" of the outcomes within their respective programs.*

That said, we will continue to discuss the challenges in determining valid weights across these dimensions for learning outcomes which are often multi-dimensional. We raise these points about the weighting process:

- *Do the assessments and the values assigned to assessments accurately match the weighting of outcome dimensions?*
- *The methodology of quantifying degree outcomes into relative weights needs further development so that there is a shared understanding and value amongst faculty and institutions.*

At its core, the DQP framework is a structure for categorizing and organizing learning outcomes. Not all faculties are on board with the idea that learning outcomes are central to teaching and learning. For those of us on the DQP team and leading curricular alignment in our respective disciplines, however, we are in agreement about the value of explicit outcome statements. We note:

- *The DQP conversations about quality and transparency in student learning assessment have supported and amplified the work of the Assessment Team.*
- *The DQP conversations reinforce our commitment to explicit outcome statements that should guide and shape our curriculum.*
- *The work of statewide organizations and ongoing institutional conversations are essential components to the DQP discussions. For writing and many other curricular areas we are starting with established and agreed upon learning outcomes.*
- *Broadening this view, what is important for student learning is translating outcomes to clear expectations and thresholds for performance for students; and the shared understanding of these expectations and thresholds among faculty teaching the same courses.*
- *This means sustained and authentic conversations about our expectations for student attainment and thresholds for performance. This is the work of the Quality conversation implicit in the DQP.*

We are also agreed that the current DQP outcomes for two-year colleges miss the mark in many ways for the level of achievement that our students achieve. We anticipate much discussion among the community college partners on how we can rewrite the outcome language and accurately characterize the learning journeys of our students to develop more useful vertical distinctions.

- *The current DQP definitions of level of competence at the AAS level are markedly incongruent with expectations for student achievement of high-level competencies for the workplace in actual AAS programs at Lane (and at other community colleges).*
- *We are especially interested in conversations with other schools about the language of the DQP outcomes and the thresholds for AA vs. BA level achievement.*

Expanding the DQP conversations across campus will be challenging. Our team represents a fairly broad network of connections with other campus groups, and yet we have not been able to move our discussions so far. Lane is currently undergoing a significant change of upper leadership. We hope that once new leaders are on board, we can make further progress. Nonetheless the challenges of a largely part-time faculty will remain a significant issue.

- *The high part-time to full-time faculty ratios commonplace on our campuses challenges community colleges to fully engage. This systemic obstacle cannot be dismissed.*
- *Within Lane, we see the need for a "summit" type meeting where all the groups linked to DQP can come together to learn about our experiences in mapping outcomes, how Lane's CLOs relate to the DQP, and what the DQP could mean for assessments, assignments and student learning.*

Appendices

Appendix A. Example of how Lane's CLOs map to the DQP framework.

LCC Core Outcomes Using DQP Framework