



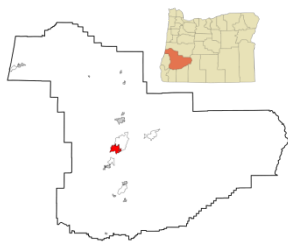
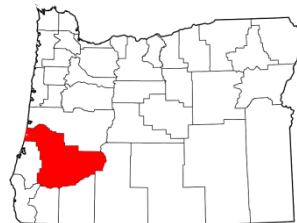
Umpqua Community College
DQP Year 1 Work Plan Progress Report
Submitted April 8, 2013

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Summary of Institutional Characteristics

Umpqua Community College (UCC) is a public community college located in Douglas County in southwestern Oregon, established in 1964 by a vote of its residents. It is the only postsecondary educational provider in Douglas County. Its mission is to make quality comprehensive post-secondary education affordable and accessible to district residents. The College offers Transfer programs, Career and Technical Education, Community Education, Adult Basic Education, Workforce Development, and serves as a cultural and recreational center for the community.



As a comprehensive community college, UCC offers 29 two-year Associate of Applied Science (AAS) degrees, 32 one-year, less-than-one-year and pathways certificates, 49 Associate of Arts Oregon Transfer Degree (AAOT) subject area degrees, 17 Associate of Science (AS) direct transfer degrees and the Associate of General Science Degree (AGS). The College offers a wide variety of non-credit classes, Workforce Development training, Small Business Development services, and also hosts and facilitates a wide range of cultural and athletic events at its facilities.

Statement of Year 1 DQP Work Plan Goals and Objectives

The overarching goal of the DQP work plan goal is to integrate the use of the DQP web mapping into institutional processes as a means for documenting and making visible student learning outcomes for faculty, students and industry partners. Although not called out explicitly as such, this effort is to unfold in three phases:

1. Data entry – do staff-completed work to enter program and course learning outcomes into the DQP web tool to establish the web tool as the primary institutional means for representing learning outcomes.
2. Faculty involvement – having done the data entry for them, engage faculty in the conversations about the five DQP dimensions and their use in categorizing outcomes, and in supporting meaningful faculty conversations about the *intent* of program and course learning outcomes
3. Process development – using the DQP-mapped learning outcomes as the primary institutional representation for curriculum development, and as a standard tool for engaging advisory committees with program design.

This work is intended to further support accreditation objectives for being able to document the systematic assessment, evaluation and evolution of program and course learning outcomes. This intended use was highlighted in the recent Year 3 accreditation site visit and was specifically commended by the accreditation visitors in their report.

Progress to date

Progress toward achievement of Year 1 DQP goals and objectives: the CTE program and course learning outcome data entry is in process with completion anticipated by April 2013. The transfer course learning outcomes and transfer programs are to be completed by the end of May 2013, which will complete the first “Data Entry” phase.

Unanticipated opportunities and challenges: the actual design of the project, depending as it does on a staff-completed data entry phase was the result of unexpected pushback from faculty during Fall In-service, with significant resistance to doing “yet another” version of capturing the program and course learning outcomes. The faculty objection was valid in that the institution already had the learning outcomes as a matter of record, if not systematically, and so it was understood that completing the data entry was a critical foundational step prior to broad engagement with faculty.

Insights and lessons learned and work plan adjustments: Primarily the bottom-up strategy for engaging the faculty with an already-filled-in web tool

Reflections

Influence on degree or program outcomes: the impact has already been significant in that the program and course learning outcomes were being (at times) indifferently maintained, so just the visibility required to do the data entry has triggered valuable conversations and learning outcome updates.

Influence on teaching and learning: prior to the formal start of the project a CIS faculty member used the DQP spider web mapping to engage his students with conversation and reflections on the *intent* of both the program design and the instructor’s teaching. Although not a major part of the year one work plan this conversation has continued and has influenced his teaching in the sense that he more clearly makes visible to the students his intentions in teaching.

Influence on assessment: the work on assessment is not an explicit part of the year one work plan; implicitly of course it is present in making the DQP web tool learning outcomes mapping visible to the advisory committees and integrated into their work flow – this part of the plan is due to roll out during the Annual Advisory Committee Recognition dinner.

Assistance toward achievement of work plan objectives: none needed for the first year. The work plan has explicit requests for extending the web tool to include a) institutional learning outcomes with programs mapping to them in a manner analogous to the way course learning outcomes map to programs, and b) the inclusion of at least an “assessment hyperlink” on a per-outcome basis to enable the DQP web tool to become a dynamic index into institutional, program and course learning assessment. This is a critical step for meeting the accreditation objectives, and although not strictly required in year one would significantly enhance the utility of the DQP web tool as an institutional system if it were in place sooner than later.

Recommendation for DQP as a framework for practice: the UCC model of bottom-up development based on staff-completed work and integration into institutional work flow processes so far appears to be a very practical and successful strategy.

Lumina Grant Deliverables

Degrees, programs or learning outcomes under review as part of DQP project: all CTE programs and certificates (listed in Appendix A).

Current / planned engagement of faculty in the DQP work: current engagement has been with individual champions of the method; planned engagement to start in Spring term includes a) working on a discipline-by-discipline basis to complete the mapping of outcomes on an “as-is” basis to the five DQP dimension, b) integrating the use of the DQP web tool as *the* representation of learning outcomes for Curriculum Committee, Instructional Council and Dept. Chair curricular conversations

Use of spider web maps in DQP work: there is no work or discussion that is not grounded in the web tool representation.

Involvement by students and/or advisory committees: invitations to faculty to make the DQP mapping visible to students as part of the presentation of meta-learning objectives; integration of the DQP mapping

into advisory committee work with formal presentation of all program mappings at the Annual Advisory Committee Recognition Dinner in May.

Concluding thoughts

As has often been observed in the context of mathematics, representation is everything – with the right representation problems that once seemed difficult may become easy, or at least significantly more so.

Using the DQP web tool for institutional curricular processes and stakeholder review provides an immediate benefit because it affords a *representation* that is systematic, integrated, universally visible on the web, and made for collaborative engagement. This is the immediate benefit, as much (or more so) than the particulars of the five DQP dimensions that are the current basis of the DQP mappings.

This use of the DQP web tool as the representation of the learning outcomes then leads quite naturally into conversations on the meaning of the DQP dimension, on the intent of the programs and courses, and it is to be expected, to the assessment that will validate these curricular structures.

Appendix A – list of CTE programs entered into web tool

Standalone Less-Than-One-Year Certificates

Employment Skills Training (SCC)
Financial Services (CC)
Retail Management (SCC0)
Trucking and Transportation Logistics (SCC)

Standalone One-Year Certificates (and Related Career Pathway Certificates)

Clinical Medical Assistant (CC1)
Construction Technology (CC1)
Culinary Arts (CC1)
Fitness Technician (CC1)
Green Technician (SCC1)
INDUSTRIAL MECHANICS & MAINTENANCE TECHNOLOGY APPRENTICESHIP (SCC1)
Juvenile Corrections (SCC1 – 48 credits)
Medical Billing and Collections Clerk (CC1 51 credits)
Occupational Skills Training (CC1 – 48 credits)
Para-educator (SCC1 – 50 credits)
Public Relations Specialist (CC1 – 48 credits)
 ◇ COMMUNICATION SPECIALIST IN ORGANIZATIONS (CPCC – 15 credits)
 ◇ PUBLIC RELATIONS COMMUNICATION ASSISTANT (CPCC – 18 credits)
Supervisory Management - SUPERVISION Certificate (CC1 – 45 credits)
Welding (CC1 – 45 credits)

Standalone Two-Year Certificates

Dental Assisting (CC2 – 66 credits)
ELECTRICIAN APPRENTICESHIP TECHNOLOGIES (SCC2 – 91 credits)
Practical Nursing (CC2 – 61 credits)

AAS Degrees and Related Certificates

Accounting Technology (AAS – 96 credits)

Automotive Technology (AAS – 92 credits)

- ◇ TOYOTA SPECIFIC TRAINING (AASO – 94 credits)
- ◇ AUTOMOTIVE TECHNOLOGY (CC1R – 46 credits)

Aviation-Flight Technology (AAS – 100 credits)

- ◇ AVIATION-FLIGHT TECHNOLOGY (CC1R – 55 credits)

Civil Engineering and Surveying Technology (AAS – 91 credits)

- ◇ DRAFTING TECHNOLOGY (CC1R – 45 credits)

Computer Information Systems (AAS – 92 credits)

Computer Information Systems - Health Informatics (SAAS – 96 credits)

Criminal Justice (AAS – 90 credits)

Early Childhood Education (AAS – 92 credits)

- ◇ EARLY CHILDHOOD EDUCATION (CC1R – 47 credits)

Electrician Apprenticeship Technologies (SAAS – 91 credits)

- ◇ LIMITED ELECTRICIAN APPRENTICESHIP TECHNOLOGIES (SCC)

Emergency Medical Services-Paramedic (SAAS – 99 credits)

Entry Management (AAS – 90 credits)

- ◇ ENTREPRENEURSHIP (CPCC – 42 credits)

Fire Science (AAS – 93 credits)

Human Services (AAS – 90 credits)

Industrial Mechanics & Maintenance Technology Apprenticeship (SAAS – 90 credits)

Marketing (AAS – 90 credits)

Nursing (SAAS – 106 credits)

Office Technology - Administrative Assistant (AAS – 90 credits)

- ◇ ADMINISTRATIVE MEDICAL ASSISTANT (AASO – 90 credits)
- ◇ Office Assistant (CC1R – 45 credits)
- ◇ Microsoft Office Technologist (CPCC – 13 credits)

Paralegal Studies (AAS – 90 credits)

- ◇ Legal Assistant (CC1R – 45 credits)

Visual Communications (AAS – 96 credits)

- ◇ PRE-PRESS TECHNICIAN (CPCC – 18 credits)
- ◇ VISUAL COMMUNICATIONS ASSISTANT (CPCC – 15 credits)

Viticulture and Enology

- ◇ Viticulture & Enology AAS (AAS – 95 credits)
- ◇ Viticulture & Enology - VITICULTURE Certificate (CC1R – 49 credits)

◇ Viticulture & Enology: WINE MARKETING ASSISTANT Career Pathway Certificate (CPCC – 13 credits)