



Lane Community College

**Degree Qualifications Profile
Year 2 Work Plan Progress Report**

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Goals and Objectives Year 2 (AY 2013 – 14)

For Year 2, the Lane Community College DQP team planned to continue work on the three major themes we began in Year 1: mapping course and program outcomes, professional development, and student affairs outcomes. In addition, we proposed additional goals for Horizontal and Vertical alignment work.

We participated in the DQP Fall Conference where the emerging conversations indicated that institutional challenges were affecting progress on DQP for many participating institutions, including Lane. Following the Fall Conference, project leaders suggested some changes to the grant emphases for Year 2.

As a result, the Lane team delayed revising its Year 2 workplan to Winter term, when a fairly regular meeting schedule was set. As we awaited a clearer idea of where the project was heading, we worked on our response to DQP 2.0, and continued discussions of how or if the DQP framework could bring further value added to our institutional work on using and assessing Core Learning Outcomes.

Our fledgling partnership with the University of Oregon was stalled by lack of time to meet and discuss joint interest. A visit in November 2013 from Dr. Ian McNeely, Associate Dean of Undergraduate Education at UO and Karen Sprague, Special Advisor for Undergraduate Initiatives allowed for energetic conversation around our common interests in assessment and general education outcomes.

Year 2 Goals and Objectives as envisioned in Year 1

Institutional Engagement

- A. Map revised Writing/Composition outcomes to AAOT
- B. Work with higher ed faculty in Oregon and other partner states to find agreement on common learning outcome in quantitative literacy
- C. Twenty-two (22) AAS programs mapped to CLOs

Horizontal Alignment

- A. Work with other Oregon CCs to align Writing/Composition outcomes (WR 115, WR 121-123, WR 227)
- B. Continue identifying student affairs co-curricular learning activities and outcomes; map to DQP; share conversations with other CCs

Vertical Integration

- A. Continue work with UO, EOU and other OUS institutions to align Writing/Composition outcomes
- B. Align with Core to College.

A revised draft Year 2 workplan was developed between January - March, 2014, but only recently submitted to the website. In this progress section of this report, we describe those activities we have completed and those we will be tracking through the end of this academic year.

Revised Year 2 Goals and Objectives

Institutional Engagement

- A. Map revised Writing/Composition outcomes to AAOT.
- B. Work with higher ed faculty in Oregon and other partner states to find agreement on common learning outcome in quantitative literacy.
- C. Engage Lane math faculty in discussing quantitative literacy outcomes appropriate to various degree and credential programs, especially as this relates to the creation of a new developmental math pathway at Lane for programs not requiring calculus.
- D. Identify student affairs co-curricular activities and outcomes; map to Lane's CLOs.

Horizontal Alignment

- A. Work with other Oregon CCs to align Writing/Composition outcomes (WR 115, WR 121-123, WR 227).
- B. Continue identifying student affairs co-curricular learning activities and outcomes; map to DQP; share conversations with other CCs
- C. Confer with colleagues working to develop similar new developmental math pathways at Linn-Benton, Clackamas and other Oregon Community Colleges.

Vertical Integration

- A. Continue work with UO, EOU and other OUS institutions to align Writing/Composition outcomes; initiate work on Associate of Science targeted degrees.
- B. Align with Core to College.
- C. Confer with State education authorities and colleagues at four-year institutions to gain acceptance and articulation for a pathways approach to developmental math, consistent with a shared vision of quantitative literacy outcomes for degrees at various levels.

Progress to Date

Team organization

Lane's DQP goals and activities identify synergies among Lane's ongoing efforts to use learning outcomes to guide teaching and assessment of learning. Lane's DQP 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.

Wrapping up Year 1 Goals and Objectives: Spring 2013

The Year 1 (2012-13) work plan focused on Institutional Engagement, one of three threads of the statewide project. The Lane DQP team wrapped up work on exploring mapping outcomes to the DQP and to Lane's new Core Learning Outcomes (CLOs) in May 2013.

With the leadership of Christina Howard, Assessment Team Chair, a work team mapped Lane's new core learning outcome to the DQP "spiderweb" and experimented with mapping program outcomes and course outcomes to the "spiderweb" also. The team hosted a campus Mapping Summit to share their work in progress and findings on May 2, 2013. Invitees included all members of the Assessment Team, the AAC&U Roadmap Project team, and the Lane DQP team, along with Oregon DQP leaders, Carol Schaafsma and Ron Baker (who were unable to attend). Christina Howard and Sarah Ulerick reported on the mapping work at the Spring DQP Teleconference held on May 17, 2013.

From the perspective of a large community college, the team provided a critique of what works and what doesn't about the DQP framework to the DQP authors in April. In addition, Sarah Ulerick authored and shared with Lumina a short paper, *Developing Expertise: Implications for the DQP*.

Faculty professional development (FPD) activities were acknowledged from the outset as a key component of the DQP project. However, limits on time and resources proved to be overwhelming obstacles to actually developing the desired joint activities with our partners at the University of Oregon.

Linking student affairs co-curricular activities to learning outcomes is an innovative aspect to our DQP plan. While this work has gone on, we have had little time to pursue it with key players in Student Affairs. Changes in college leadership proved particularly challenging for the DQP team as the 2012-13 year wound down.

Progress on Revised Year 2 Goals and Objectives

**Describe your progress toward achievement of your Year 2 DQP goals and objectives.
Describe insights and lessons learned, if any, from your work to date with the DQP.**

The Year 2 revised workplan can be described as "related to" DQP goals but does not directly involve the DQP framework for outcomes and proficiency levels. Themes of relating course or program outcomes to larger outcome frameworks (Lane's CLOs or the AAOT degree outcomes); aligning outcomes; and

identifying vertical structures of outcomes are all evident in a variety of ongoing activities. These activities are being done by independent teams and the key players have had little time to report back to the DQP team.

In March, Sarah Ulerick met with Dr. Ken Doxsee, Associate Vice Provost for Academic Affairs at UO, to discuss ongoing collaboration between Lane and UO. As a result of this meeting, Lane and UO have committed to engaging in working on aligning courses and outcomes for targeted Associate of Science degrees for transferring students; and to participate in an exploration of transcribing proficiencies in outcomes, if funded by Lumina.

Year 2 has highlighted the reality of how day-to-day challenges and changes in leadership can impact project work, especially when institutional-level resources for the project are very little. The DQP focus was displaced by many other valuable projects and activities.

Engagement with the DQP framework has heightened awareness of the importance of seeing outcomes-based learning in a broader context, beyond individual courses. This perspective has been highlighted by Lane's Assessment Team Chair, Christina Howard, in her response to DQP 2.0, submitted to Lumina in March, 2014. In her paper *DQP 2.0: Reflections on Support and Relationships with Lane's Core Learning Outcomes*, she explains,

DQP 2.0 supports and relates to our institutional work on Core Learning Outcomes by, 1) strengthening our alignment with a national framework for articulating transferable skills, 2) guiding an institutional focus on continued tuning of our assessment plan and frameworks, and 3) validating our faculty-led process to engage in methods to inform teaching and learning through meaningful CLO assessment across disciplines.

Describe adjustments, if any, made to current or future work plans resulting from those insights and lessons learned.

Lane has committed to participating in a revised Year 3 agenda for the DQP project and we are awaiting the outcome of the Year 3 proposal.

We are transferring the perspectives we've gained from engaging with the DQP to our work on engaging faculty and staff with Lane's Core Learning Outcomes, including identifying discipline-specific rubrics for outcomes, considering scaffolded curricula, and examining our general education courses.

Reflections

**What influence, if any, has your work with the DQP had on degree or program outcomes?
teaching and learning?
assessment of student achievement?**

Lane is in process of rolling out new General Education Core Learning Outcomes (CLOs), which were developed with an eye toward alignment with the DQP framework. Howard writes in *DQP 2.0: Reflections on Support and Relationships with Lane's Core Learning Outcomes* (See Appendix for full text):

There is strong alignment between DQP 2.0's emphasis on faculty collaboration within and across disciplines and the institutional work led by Lane's Assessment Team. DQP 2.0 includes samples of DQP engagement and assessment activities by other institutions and Lane's efforts reflect similar levels of engagement. We have developed a General Education Assessment Plan that includes course and curricular mapping and we are in the development stages of using an adapted "spider web" to increase visibility of CLOs as it relates to course and degree outcomes (Figure 1). Our beta-version of a mapping tool allows faculty to connect course outcomes to CLOs and include sample assessments/assignments that provide evidence of student learning assessment and expected student proficiencies.

DQP 2.0 outcomes are more aligned with Lane's CLOs, thus affirming the strength and timelessness of our institutional agreement on what our students should know and do. The DQP 2.0 acknowledgement of tuning as a requisite for authentic student learning assessment is consistent with our current work in developing and funding projects where discipline teams develop systematic approaches and methods to assess Lane CLOs. Institutional support must persist in order to sustain the work of making learning a Lane visible and meaningful to students.

In the absence of majors or required course sequences, Lane is challenged in its ability to demonstrate student growth over time as visually represented in the DQP 2.0 spider web. The methodology for creating the map using course data is confounded by a lack of signature assignments and variability in course grading. The validity of a map for Lane programs is limited by our current general education curriculum that allows students to take many courses out of sequence and complete a degree by choosing distribution requirements from many courses offered within broad categories.

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

As a framework for practice, the full DQP construct has to have more "pay-off" than it seems to have. The question arises, why would a college adopt the DQP framework when it already has core learning outcomes? What would we get as value added with using the DQP framework? Lacking a state-system approach to higher education, Oregon could have moved toward a voluntary agreement on standards for degrees through engaging with the DQP; yet the "pay-off" simply never materialized.

Concluding Thoughts: Value Added?

After two years of engaging with the DQP framework at Lane we can report that we have benefitted from using the DQP framework as a lens for viewing our own course and general education learning outcomes. During development of Lane's Core Learning Outcomes, the DQP framework was consulted many times as a checkpoint, along with the LEAP outcomes and Value Rubrics. However, we have not appreciably adopted specific language from the DQP nor used it as a tool to align outcomes at the college or with collaborating institutions.

Initially, we had much enthusiasm for the spiderweb mapping tool and its potential to visually represent the "shape" of outcomes within a program of study or discipline. However, after applying it in several contexts, we questioned if there was sufficient value added in the practice. In most cases, mapping was completed by a knowledgeable individual, so represented the evaluation of one person. While the resulting map was "cool," we questioned how useful it really was. For the same amount of time and energy, faculty could have mapped to Lane's Core Learning Outcomes, which had been developed over time with broad faculty input and commitment. Since the DQP framework lacked that level of faculty buy-in, we abandoned our intent to map programs and courses to it. Instead we developed a similar mapping tool, keyed to Lane's CLOs.

Changes in key college administrators and numerous challenges in the day-to-day work of the college impacted our ability to engage in the DQP project in Year 2. Against a backdrop of competing priorities, time for DQP conversations failed to win-out. The main champions for the DQP framework are members of the Assessment Team and the General Education Outcome coordinator. This group was engaged in moving Lane's CLOs to the forefront of conversations about teaching, learning and assessment. The DQP framework seemed to be an academic discussion and less of an asset in these critical activities.

Appendix

DQ 2.0: Reflections on Support and Relationships with Lane's Core Learning Outcomes, Christina Howard, LCC Assessment Team Chair, March 2014

Overview

Lane introduced Core Learning Outcomes (CLOs) in Fall 2012 after intentional work to re-envision learning at Lane. Our Assessment Team work included researching and discussing national frameworks, including the DQP, which informed our process and aided in generating our final CLO descriptions and definitions. In turn, our institutional work with Oregon DQP allowed Lane an opportunity to provide feedback on strengths and challenges of the DQP model as it relates to two-year colleges and vertical alignment, contributing to a revised DQP 2.0.

DQP 2.0 supports and relates to our institutional work on Core Learning Outcomes by (1) strengthening our alignment with a national framework for articulating transferable skills; (2) guiding an institutional focus on continued tuning of our assessment plan and frameworks; and (3) validating our faculty-led process to engage in methods to inform teaching and learning through meaningful CLO assessment across disciplines.

Improved Alignment with a National Framework

The descriptions of outcomes within DQP 2.0 have expanded to include applied *and collaborative* learning and civic *and global* learning. Inclusion of these elements strengthens alignment with Lane's CLOs. As a result, CLOs are now more consistent with DQP 2.0 and because DQP 2.0 changes were derived from qualitative data from many two and four-year institutions, it can be inferred that Lane's CLOs strongly reflect national higher education values (Table 1):

Table 1: Comparisons between DQP 2.0 Language and Lane Core Learning Outcome Language

DQ 2.0	Lane Community College CLO
Applied and Collaborative Learning	Engage Diverse Values with Civic and Ethical Awareness <ul style="list-style-type: none">• <i>Includes collaborate with others to achieve shared goals</i>
Civic and Global Learning	Engage Diverse Values with Civic and Ethical Awareness <ul style="list-style-type: none">• <i>Includes global communities in its description</i>

Indications for Institutional Tuning

DQP 2.0 is more specific and somewhat prescriptive in its sample outcomes for each component (e.g., “provides evidence of participation in a community project”, or “identifies an economic, environmental, or public health challenge affecting at least two continents...”). On the surface, the revision appears to be seeking more reliability by explicitly identifying or quantifying learning, and therefore degree outcomes. Lane’s CLOs are written to allow for students to demonstrate varying levels of competence and are more general. Lane faculty will need to engage in more conversations described within DQP 2.0 as “tuning” to develop a shared understanding of how to assess student growth in Lane’s outcomes across disciplines.

Of particular importance is the challenge of Lane’s high variety of courses in its general education curriculum. Most students who are seeking a general education and transfer (e.g., AAOT) do not have to enroll in courses in any predictable or meaningful sequence. Learning assessment is more systematic when students travel through the curriculum in some form of cohort or through a predictable sequence. This is affirmed by the more systematic learning assessment within many career and technical disciplines. As an AAC&U Roadmap College, Lane has made progress in improving advising, implementing high impact practices, and increasing the visibility of its CLOs. Lane is in the nascent stages of assessing how the AAOT or other associate degree frameworks may guide students more intentionally in their general education.

Lane is in the early stages of mapping program and course outcomes, which are much more specific, to CLOs to increase visibility of transferable skills within the curriculum. Such “crosswalks” would help define assessments of student learning through signature assignments, rubrics and other assessment strategies. These will be tailored to Lane’s curriculum. The proficiency statements of the DQP 2.0 may again provide guidance and checkpoints as Lane faculty consider assessment of student learning.

Collaborative and Meaningful Mapping Strategies

There is strong alignment between DQP 2.0’s emphasis on faculty collaboration within and across disciplines and the institutional work led by Lane’s Assessment Team. DQP 2.0 includes samples of DQP engagement and assessment activities by other institutions and Lane’s efforts reflect similar levels of engagement. We have developed a General Education Assessment Plan that includes course and curricular mapping and we are in the development stages of using an adapted “spider web” to increase visibility of CLOs as it relates to course and degree outcomes (Figure 1). Our beta-version of a mapping tool allows faculty to connect course outcomes to CLOs and include sample assessments/assignments that provide evidence of student learning assessment and expected student proficiencies.

Figure 1: LCC CL Spiderweb – Course Map for PTA 10 – Introduction to Clinical Practice 1

Details for PTA101

Title: Introduction to Clinical Practice 1

Credits: 5

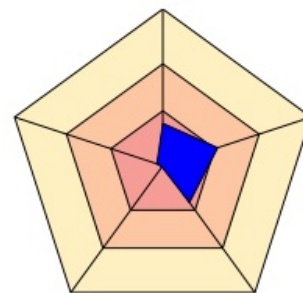
Think: 27

Engage: 4

Create: 1

Communicate: 29

Apply: 37



The sample visual maps in DQP 2.0 are effective in demonstrating how program and institutional outcomes are not constrained by a symmetrical or predictable shape. Lane remains skeptical that mapping in this manner is an effective or valid method to demonstrate student growth or evidence of student learning. Quantifying relative weights of CLOs within a course or program outcome is wrought with methodological deficiencies. However, the Lane Assessment Team feels that our mapping tool may provide another mechanism for faculty to engage with CLOs and how CLOs are assessed in courses they teach. By working with a visual mapping strategy, we expect richer and deeper faculty discussions on how we can improve our teaching and learning practices while making learning visible and valuable to our students.

Conclusion

DQP 2.0 outcomes are more aligned with Lane's CLOs, thus affirming the strength and timelessness of our institutional agreement on what our students should know and do. The DQP 2.0 acknowledgement of tuning as a requisite for authentic student learning assessment is consistent with our current work in developing and funding projects where discipline teams develop systematic approaches and methods to assess Lane CLOs. Institutional support must persist in order to sustain the work of making learning at Lane visible and meaningful to students.

In the absence of majors or required course sequences, Lane is challenged in its ability to demonstrate student growth over time as visually represented in the DQP 2.0 spider web. The methodology for creating the map using course data is confounded by a lack of signature assignments and variability in course grading. The validity of the map for Lane programs is limited by our current general education curriculum that allows students to take many courses out of sequence and complete a degree by choosing distribution requirements from many courses offered within broad categories.

Submitted to Lane DQP Team by Christina Howard, Lane Assessment Team Chair.