ACCJC NEWS

SPECIAL EDITION: Featuring SLO Projects at 16 Member Institutions

During the 2013-2014 academic year, sixteen member institutions participated in projects which used the Degree Qualifications Profile to examine student learning outcomes practice as it pertained to one or more associate degree programs, to the general education component, or to institutional learning outcomes. These colleges had applied in fall 2012 to be part of the ACCJC Degree Qualifications Profile Project (DQPP); their applications included a demonstrated institutional commitment to support the project-related efforts of faculty, and the agreement to share the results of project work.

There were two DQPP cohorts: one group of colleges worked on individual projects of their own design; the other group met monthly to work together on issues related to transfer degrees for the California State University in their service area. Over the course of a year, the ACCJC convened the college participants at two conferences and in five webinars, as well as regularly touching bases with individual project leads. Participants met with Paul Gaston, Trustees Professor at Kent State University and one of the authors of the Degree Qualifications Profile, Natasha Jankowski, Associate Director of the National Institute for Learning Outcomes Assessment, David Marshall, Associate Director of Tuning USA, Krista Johns, Vice President of Policy and Research at the ACCJC, and others who served as resources for project work on degree-level and institutional student learning outcomes.

The college participants came from Hawaii, the Republic of the Marshall Islands, and across California.

Participating College Size, by Student Enrollments	
1,000 – 8,000 student enrollments:	5 colleges
8,001 – 18,000 student enrollments:	6 colleges
18,001 – 28,000 student enrollments:	5 colleges

College projects involved sixteen associate degrees, including terminal and transfer degrees in career-technical and academic disciplines:

- Administration of Justice
- Agricultural Science Technology
- Communications Studies/ Speech Communication
- Computer Science
- Cosmetology
- Digital Media
- Early Childhood Education/Child Development
- English
- Hawaiian Studies
- Liberal Arts
- Mathematics
- Psychology
- Political Science
- Sociology
- Sustainability (Design Technology Pathway- Engineering, others)
- University Studies

We invite you to read the enclosed reports summarizing the sixteen projects, the institutional learning that came from the projects, and key project deliverables. Project contact information is included, so that you can request additional information or join in conversation with the project participants.

To hear college representatives talk about their project during an 8-10 minute mini webinar slide presentation, or to view any of the ACCJC's webinars from the DQP Project, visit the DQP reference page at the National Institute for Learning Outcomes Assessment at: http://degreeprofile.org/webinars-videos/.

FIND A COLLEGE'S REPORT

FOR MORE INFORMATION

For information about the ACCJC Degree Qualifications Profile Project,
Contact: Krista Johns
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CROSS-DISCIPLINE GENERAL EDUCATION ASSIGNMENTS AND RUBRICS
College of the Marshall Islands

College of the Marshall Islands mapped its General Education learning outcomes to the DQP, and then created cross-discipline embedded assignments with campus-wide rubrics to assess the outcomes. The process also provided a means for enhancing the ethics component and for evaluating the rigor and degree-level expectations within SLOs.

DQP Project Components

> General Education component for all associate degrees
> Liberal Arts Transfer Degree

Project Contacts

> Donald Hess, cmihess@gmail.com
> Ruth Abbott, rabbott@cmi.edu
> Mary Van Auken, mvanauken@cmi.edu

Project Team

> College Faculty
> Dean of Academic Affairs
> Dean of Faculty
> Vice President of Academic and Student Affairs

Institutional Learning

> ∆ The differentiation of general education courses from courses in the major for assessment of degree level learning outcomes is not useful; the DQP areas of learning are contained across the entire degree program of study.
> ∆ Embedded assignments and assessment rubrics can be applied across the curriculum to evaluate student attainment of general education learning outcomes; this approach still provides for variation within disciplines and programs.
> ∆ Implementation of the DQP, a nationally known framework, can provide an effective way for a remotely-located institution to establish that its programs align with the rigor and outcomes generally accepted in American higher education.

Key Project Deliverables

> ∆ Alignment of general education learning outcomes with DQP areas of learning.
> ∆ Development of general descriptions of the embedded assignments to be used across programs for each general education outcome.
> ∆ Creation of rubrics that can be used across the curriculum to assess the embedded assignments pertaining to student attainment of the general education learning outcomes.

About College of the Marshall Islands

President: Theresa Koroivulaono
Location: P.O. Box 1258, Majuro, Republic of the Marshall Islands 96960
Website: www.cmi.edu
Status: Public Community College
Enrollment: 1,123

Project Description

The College of the Marshall Islands project focused initially on the general education outcomes for all associate degrees and then was extended to a complete degree program, the Liberal Arts Transfer Degree. The goal was to create rubrics that could be applied to embedded assignments across the curriculum, for assessment of the general education learning outcomes.

The project team first mapped the CMI general education learning outcomes to the DQP areas of learning. Once the mapping work was done, faculty undertook a process called "definitional group work," in which the scope and intention of each area of learning and related outcomes were analyzed. In that process, the college determined that there was a gap in the expected learning outcomes related to ethics. In response, an ethics course was developed for inclusion in the general education component, aligned to student learning outcomes in the DQP.

After the intention of each outcome was discussed and agreed, the project team gathered all classroom assignments currently in use which could relate to a general education learning outcome. Working groups evaluated the assignments and reached consensus on what kinds of assignments would provide the needed evidence of student learning. This work was the precursor to development of a general description of an embedded assignment for assessment of each general education outcome.

The CMI team then looked at existing rubrics and processes used to evaluate assignments of the type that might be included in the embedded assignments. From this process, rubrics were built which provided the descriptors for cross-curriculum assessment of each general education learning outcome. These were adopted and put into practice across the college's instructional programs.

As a final step of the project, CMI analyzed the completed DQP-aligned general education outcomes, embedded assignments, and rubrics in the context of the full Liberal Arts Degree. This degree is the college's transfer degree, which articulates with numerous transfer institutions as fulfilling the general education component of the baccalaureate degree.

The analysis resulted in the conclusion that the DQP framework applied across the whole degree, and the differentiation between general education courses and courses in the major was not useful for assessing student attainment of learning across the degree program of study. The CMI team has

determined that the DQP framework should be applied to the full degree program, both general education and major, for continuous quality improvement. General education courses are still tracked, however, for the purposes of assessing the effectiveness of the general education component's student learning outcomes.

CMI also found that usage of the DQP framework provided an effective way to establish that its degree program and courses bore the appropriate rigor for a transfer degree. This was especially important because of the lack of proximity to other accredited institutions which could serve as comparison institutions, and because of the distances between the college and transfer institutions.

Next Steps

The process of embedded assignments and rubrics first developed for the general education component are now being applied across the Liberal Arts degree program outcomes. The faculty are also beginning to work with e-portfolios to record assessment results for individual students and to help the students document their attainment of learning as they pursue further education and employment.

Gen Ed Outcome #3 Rubric

Gen Ed Outcome #3: Process, analyze, and synthesize information from a variety of sources in order to solve problems, and to formulate reasoned and substantiated Individual points of view

Category	Excellent	Adequate	Developing	Beginning
Analyze and Synthesize Information	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis by combining examples, facts or theories from more than one perspective.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis by independently connecting examples, facts, or theories from more than one perspective	Information is taken from source(s) with some interpretation/evaluation but not enough to develop a coherent analysis or synthesis. When prompted, connects examples, facts, or theories from more than one perspective.	Information is taken from source(s) without any interpretation/evaluation. Information from experts is taken as fact, without question. When prompted presents examples, facts, or theories from more than one perspective.
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context	Identifies only a single approach for solving the problem that does apply within a specific context	Identifies one or more approaches for solving the problem that do not apply within a specific context
Present Solution	Present solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem	Presents solution in a manner that addresses multiple contextual factors of the problem in a surface manner	Presents solution in a manner that addresses the problem statement but ignores relevant contextual factors	Presents solution in a manner that does not directly address the problem statement
Develop Positions	Points of view and opinions are logical and reflect student's informed evaluation	Points of view and opinions are logically tied to a range of information, including opposing viewpoints	Points of view and opinions are logically tied to information because the information was chosen to fit the desired conclusion	Points of view and opinions are inconsistently tied to some of the information discussed and are oversimplified

Embedded Assignment: The student will think about, take apart, and put together information from a variety of sources in a new way. The student will use this process to identify, understand, and present possible solutions to problems, issues, and/or questions. The student will also use this process to form their points of view or opinions.

Gen Ed Outcome #4 Rubric

Gen Ed Outcome #4: Use the Scientific Method to analyze information and solve problems

Category	Excellent	Adequate	Developing	Beginning
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial	Demonstrates a limited ability in identifying a problem statement or related contextual factors
Identify Approaches	Identifies multiple approaches for solving the problem that apply within a specific context	Identifies multiple approaches for solving the problem, only some of which apply within a specific context	Identifies only a single approach for solving the problem that does apply within a specific context	Identifies one or more approaches for solving the problem that do not apply within a specific context
Propose Solutions	Proposes one or more solutions/deep hypotheses that indicates a deep comprehension of the problem	Proposes one or more solutions/hypotheses that indicates comprehension of the problem	Proposes one solution/hypothesis that is "off the shelf" (an easy fix without reference to context or complexity)	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement
Evaluate Potential Solutions	Evaluation of solutions is deep and contains, deeply and thoroughly, all of the following: considers history of the problem, reviews logic/ reasoning, examines feasibility of solution and weighs impacts of solution	Evaluation of solutions is adequate(contains thorough explanation) and includes the following: considers history of the problem, reviews logic/ reasoning, examines feasibility of solution and weighs impacts of solution	Evaluation of solutions is brief (lacks depth) and includes the following: considers history of the problem, reviews logic/ reasoning, examines feasibility of solution and weighs impacts of solution	Evaluation of solutions is superficial (contains cursory, surface level explanation) and includes the following: considers history of the problem, reviews logic/ reasoning, examines feasibility of solution and weighs impacts of solution
Implement Most Reasonable Solution	Implements the most reasonable solution in a matter that addresses thoroughly and deeply multiple contextual factors of the problem	Implements the most reasonable solution in a manner that addresses multiple contextual factors of the problem in a surface manner	Implements an incomplete solution in a manner that addresses the problem statement but ignores relevant contextual factors	Implements the solution in a manner that does not directly address the problem statement (i.e. the solution is not reasonable)
Evaluate Results	Reviews results relative to the problem defined with thorough, specific considerations of need for further work	Reviews results relative to the problem defined with some consideration of need for further work	Reviews results in terms of the problem defined with little, if any, consideration of need for further work	Reviews results superficially in terms of the problem defined with no consideration of need for further work

Embedded Assignment: Conduct a research project and report on research. (The report must be public, and if it is oral there must be a video record made.)

Gen Ed Outcome #5 Rubric

Gen Ed Outcome #5: Demonstrate Quantitative Literacy

Category	Excellent	Adequate	Developing	Beginning
Representation	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding	Competently converts relevant information into an appropriate and desired mathematical portrayal	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate
Interpretation	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line	Attempts to explain information presented I mathematical form, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends
Application of Numeric Information	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work	Uses the quantitative analysis of data as the basis workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work
Investigates Meaningful Questions	Identifies a creative, focused, and manageable question that addresses potentially significant yet previously less-explored aspects of the question.	Identifies a focused and manageable/doable question that appropriately addresses relevant aspects of the question	Identifies a question that while manageable/doable is too narrowly focused and leaves out relevant aspects of the question	Identifies a question that is far too general and wide-ranging as to be manageable and doable.
Draws Clear Conclusions	States a conclusion that is a logical extrapolation for the inquiry findings	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings

Embedded Assignment: Student will create, extract, and apply numeric information to investigate meaningful questions and draw conclusions. The numeric information may be in the form of: equations, charts, tables, graphs, geometric figures, etc.

Reflection Rubric

Category	Excellent	Adequate	Developing	Beginning
Context-Value of Goal /Outcome	Understands and can communicate the value of this goal/outcome in the broad scope of career and life	States and describes goal or outcome with connection to life and career plans	States or describes goal or outcome with connection to life or career at present	States or describes goal or outcome
Context-Choice of Artifact	Understands and elaborates on the strong connection between the artifact and the outcome or goal	Understands and elaborates on the connection between the artifact and the outcome or goal	Describes the artifact with reference to the outcome or goal	Describes artifact or goal/outcome
Personal Growth-Impact	Understands and fully communicates the impact of the experience on self. Communicates next step(s)	Understands and fully communicates the impact of the experience on self	Indicates the impact of the experience on self	Indicates little impact
Personal Growth-Openness	Expresses curiosity or appreciation for the values, opinions, lifestyles and cultures of others.	Narrative indicates tolerance of people whose values, lifestyles or culture are different	Narrative communicates learning from others	Narrative has little to indicate learning from others

TUNING TO THE DQP
Copper Mountain College

Copper Mountain College used a process of "Tuning to the DQP" to look at selected degrees from a competency and learning outcomes perspective, in order to enhance student transfer. Initially focusing on communication studies and mathematics, the college is expanding into other discipline areas.

DQP Project Components

      Communication Studies, A.A.-T
      Mathematics, A.S.-T

Project Contacts

      Joe DeSantis, jdesantis@cmccd.edu
      Colin Maclaughlin, cmaclaughlin@cmccd.edu
      David Norton, dnorton@cmccd.edu

Project Team

      Division Chair   Developmental Education Coordinator
      Full Time Faculty   Adjunct Faculty

Institutional Learning

- △ For a smaller institution, such as CMC, the opportunity to work with peers in the same disciplines from other colleges really strengthened the college's SLO practice.
- △ Recasting the Institutional Learning Outcomes in a supporting role for courses and programs, and for involvement by all aspects of CMC, was transformative; it reinforced connections between all areas of the institution and student learning.
- △ Understanding degree level SLOs as the pinnacle of learning attainment at an institution reinforced the importance of best practices for SLO design and assessment in degree programs.
- △ The enhanced quality of discussions in key committees and groups on campus provided a new emphasis at CMC on student learning, student success, college processes and documents, and the college mission.

Key Project Results

- △ Revision of course SLOs in Communication Studies, as well as course descriptions in the CMC catalog, and attendant changes in course syllabi and in SLO assessment.
- △ Revision of program SLOs in Mathematics and creation of a Program Specification describing the degree in terms of the learning and career opportunities for students.
- △ Revision of the Copper Mountain College mission statement.

Project Description

The faculty of Copper Mountain College participated in monthly workshops with other community college faculty faculty, on the subject of degree level SLOs and working with the DQP areas of learning to better understand SLO practice within the discipline and general education. The faculty represented the disciplines of mathematics, English, communication studies, and early childhood education and child development. The workshops emphasized conceptualization of the role, value, and nature of SLOs in higher education, and also provided support and resources to review and revise the college's approach to SLOs. Participants met with California State University faculty, as well as representatives from the National Institute for Learning Outcomes Assessment, Tuning USA, and the Threshold Project.

The participant faculty shared the workshop information at CMC in multiple sessions of both the Academic Senate and the Curriculum Committee. Workshop materials were shared with all faculty, the accreditation liaison officer, the SLO Coordinator, and the college's articulation officer. The CMC team conducted sessions at professional development and in-service days, and—with the chief instructional officer—provided reports to the Board of Trustees regarding the project. There were college discussions about the institutional learning outcomes using material from the workshops. The CMC mission statement was revised.

The CMC faculty looked at phrasing of SLOs and language choices, addressing the five areas of learning in the DQP, authentic and measurable outcomes, assessment methods, and the connection of degree level outcomes to institutional learning outcomes and course SLOs.

In Communication Studies, CMC made course-level revisions in assignments, course descriptions in the catalog and SLOs. Program level outcomes were revised to align with the DQPP's areas of learning. A proposed change in the program curriculum is expected to better align CMC's degree with program requirements at the primary transfer institution, CSU San Bernardino.

In the Mathematics department, program level SLOs were revised to align with the DQP's areas of learning, including specialized knowledge, broad, integrated knowledge, intellectual skills, applied learning, and civic learning. The faculty replaced its generic program description with a Program Specification developed at the DQP workshops. The Program Specification provides a description of the degree and goals for program graduates. It discusses career paths, the specific learning that students will attain, and applied learning.

The changes in Communication Studies and Mathematics have already been integrated into course syllabi. The 40-member faculty of CMC is in discussion about revising other documents related to program SLOs, as well as adopting a document similar to the Degree Specification form (from the workshops) for use by counselors and faculty advisors—in transfer and in career technical programs—in working with students.

The CMC participant faculty reported a substantial growth in SLO confidence and expertise, which led to more productive discussions on campus regarding both SLOs and the value provided by degree completion at a community college. The peer networking with colleagues from other colleges was impactful for seeing how SLOs were being used for course design and to change institutional practice through integration into the planning processes. The effects were uniquely beneficial to CMC, due to the small size of the college.
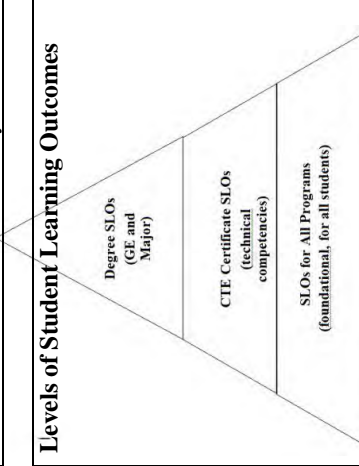
Update since initial project concluded

There has been ongoing implementation of the lessons learned from the DQP Project and use of the materials provided across other disciplines. The participants have committed to maintaining the dialog with community college peers and with CSU San Bernardino faculty. There is also a plan to invite some of the presenters to CMC for future presentations.

Acronyms in this ACCJC News Issue

ADT:	California State University-accepted Associate Degree for Transfer from a public California Community College
A.A.-T:	An Associate of Arts degree that is an ADT
A.S.-T:	An Associate of Science degree that is an ADT
DQP:	Degree Qualifications Profile; download it at http://degreeprofile.org/
SLO:	Student learning outcome
PSLO:	Program level student learning outcome
ISLO:	Institutional student learning outcome

CHART OF SLO STANDARDS AND HOW THEY FIT TOGETHER

STUDENT LEARNING OUTCOMES IN THE ACCREDITATION STANDARDS ADOPTED JUNE 2014

Standard I.B.2: Student Learning Outcomes for all instructional programs and student and learning support services.
[Other administrative units support student learning through their goals and objectives.]

	Standard II.A.3: Learning outcomes for courses, programs, certificates and degrees. *[Includes library and counseling courses.]*		
	A. ALL PROGRAMS	**B. CTE CERTIFICATES AND DEGREES**	**C. DEGREE PROGRAMS**
		Certificates: Columns A+B; Degrees: A+B+C	Column A+B+C
	Standard II.A.11	II.A.14	II.A.12, II.A.13
II.A. Instructional Programs	In all programs, appropriate to program level: - Communication competency - Information competency - Quantitative competency - Analytic inquiry skills - Ethical reasoning - The ability to engage diverse perspectives *[These are also ILOs at most member institutions which apply ILOs to all of their students]* Appropriate to the program level: - Program-specific learning outcomes	Graduates completing CTE certificates and degrees demonstrate technical and professional competencies that meet: - Employment standards - Preparation for external licensure and certification - Other applicable standards	General Education SLOs include: - Responsible participation in civil society - Lifelong learning and application of learning - Broad knowledge of the development of knowledge, practice and interpretive approaches in the arts, humanities, the sciences, mathematics, and social sciences *[Some member institutions equate the GE outcomes with ILOs, because their ILOs only apply to degree graduates.]* Discipline/Interdisciplinary Core: - Mastery at the appropriate degree level, of key theories and practices within the field of study
II.B. Library and Learning Support Services	II.B.1, II.B.2 *Library and learning support services* support student learning II.B.3 Library and Learning Support Services are evaluated to ensure they contribute to the attainment of student learning outcomes.		**Levels of Student Learning Outcomes** Degree SLOs (GE and Major) CTE Certificate SLOs (technical competencies) SLOs for All Programs (foundational, for all students)
II.C. Student Support Services	II.C.1 *Student support services* support student learning II.C.2 Student support services and programs are appropriate to achieve the identified learning support outcomes for its student population.		

NOTES:

* There is no separate "institutional learning outcome" requirement in the standards, but most institutions use ILOs as an articulation of institutional goals and objectives which are specific to student learning, either for all students or for the degree graduate part of the mission.

CLARIFYING THE PATH
West Hills College Coalinga

West Hills College Coalinga wanted to ensure that its degree-level SLOs were valuable and representative of intentional learning. Using the DQP competencies, they created a coherent learning plan of courses for students pursuing career-technical degrees, piloting it for the administration of justice and the agriculture science technology degrees.

DQP Project Components

      Administration of Justice, A.S.-T (transfer degree)
      Agriculture Science Technology, A.S.

Project Contacts

      Arkady Hanjiev, ArkadyHanjiev@whccd.edu
      Sarah Shepard, SarahShepard@whccd.edu
      Stephanie Droker, StephanieDroker@whccd.edu

Project Team

SLO Coordinator	Curriculum Chair
Institutional SLO Representative	Career-Technical Education Faculty
General Education Faculty	Counseling
Library	Administration

Representatives of councils across the college were also included, to report back to their groups and broaden college exposure as the project progressed.

Institutional Learning

- The need for a dedicated professional development space was identified, separate from classroom space, where collaborative projects and discussions can take place.
- A shift in degree program focus from course completion to attaining learning and skills.
- Reframing the SLO conversation to begin at the program level, rather than at the course level, clarified the connectedness of SLOs to curriculum and instruction.
- In order for the work to expand to other programs at the college, the project leaders are developing a succession plan where one of them will step down to allow a new member to step in to work with the new projects.

Key Project Results

- The degree courses were mapped to indicate when the learning and skills for program SLOs were introduced, practiced and developed, and fully demonstrated; this led to more effective course sequencing and scheduling of classes based on student SLO attainment.
- The mapping of course SLOs to the DQP areas of learning provided a clear means by which CTE programs geared to transfer for additional higher education were distinguished from terminal degrees, leading directly to employment.

⊿ The Administration of Justice degree program rewrote its course-level outcomes and created a sequence for scheduling courses.

⊿ The Agriculture Science Technology degree program rewrote its program level SLOs, tying those outcomes more closely to industry standards.

About West Hills College Coalinga

President: Carol Goldsmith
Location: 300 Cherry Lane, Coalinga, CA 93210
Website: www.westhillscollege.com/coalinga/
Status: Public Community College
System: West Hills Community College District
Enrollment: 2,899

Project Description

The West Hills College Coalinga faculty were at a point in their SLO practice of moving from quantity to quality. The DQP project created an opportunity for faculty across the campus to work on a robust and dynamic project to ensure the degree-level SLOs were valuable and representative of intentional learning.

The project focused on two career-technical degrees: the Administration of Justice A.S.-T (transfer) degree, and the Agriculture Science Technology A.S. terminal degree. For each degree, the participants examined SLOs in connection with the DQP. They reviewed the SLOs from the perspective of skills and abilities the students should attain, rather than as a means to measure effective transmittal of the curriculum to students. The course SLOs and program SLOs were mapped to the five areas of learning in the DQP. In addition, program learning outcomes were mapped to courses in the degree, by when the learning and skills were first introduced, were practiced and developed, and where students would demonstrate their attainment.

As a result of this work, the Administration of Justice degree faculty rewrote course-level SLOs to connect more tightly to the program SLOs and to better identify the more important learning and skills for the degree. They then developed a sequence of classes that could be used for scheduling the classes in certain semesters, in order to achieve a more systematic progression for learning the skills in the degree. The DQP mapping was put into a pie chart that showed the significance of broad, integrative knowledge in SLOs of this program. It became a way for the college to understand transfer-oriented CTE degrees where additional higher education was expected.

The Agriculture Science Technology degree faculty determined that the program SLOs needed to conform more to industry needs. They rewrote program-level SLOs for the degree to closely align with job descriptions in the area, and then held an industry forum for review. On revisiting the course SLOs, they were found to line up perfectly with the new program SLOs. Whereas the Administration of Justice transfer degree pie chart of areas of learning showed a significant

curricular emphasis on broad, integrative knowledge, by contrast the Agriculture Science Degree showed nearly half of the curriculum focused in specialized knowledge particular to the field.

The DPT (Pathway Design Team) at WHCC came to two main conclusions. There was a realization that WHCC faculty were ready to move from the quantity (filling in a checkbox) approach to SLOs to a more qualitative view of SLOs. Reframing the SLO conversation to begin at the degree program level noticeably helped faculty to better see the connectedness and meaningfulness of SLOs. As program faculty connected their program level SLOs to course SLOs, they were able to view their degrees in terms of learning and skills, instead of primarily as a sequence of classes- each with their own course SLOs. Lastly, the DPT realized that the college really has two types of CTE programs - those geared more towards transfer to 4 year universities (e.g., AOJ) and those geared towards job placement (e.g., AG).

The project work also identified a desired capability to report and house SLO data in terms of individual student results, rather than just for a class in aggregate. DPT recommended that there should be a college-wide discussion on the need of an electronic system to meet this need. Additionally, it was recommended that all further SLO development start at the Program level and connect to course and institution level afterwards.
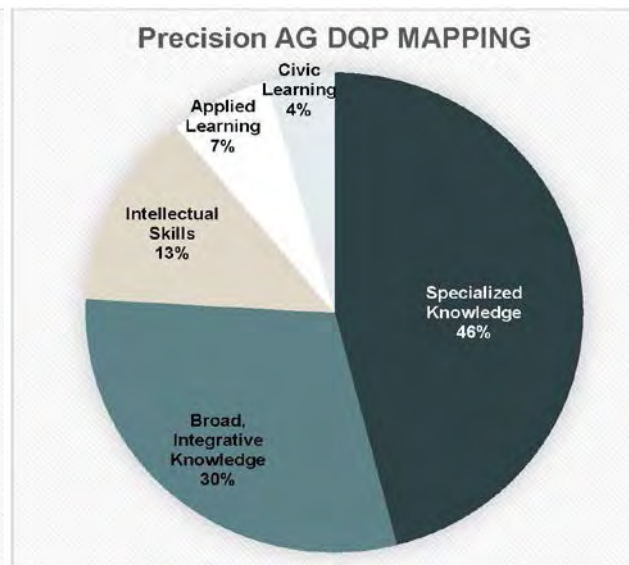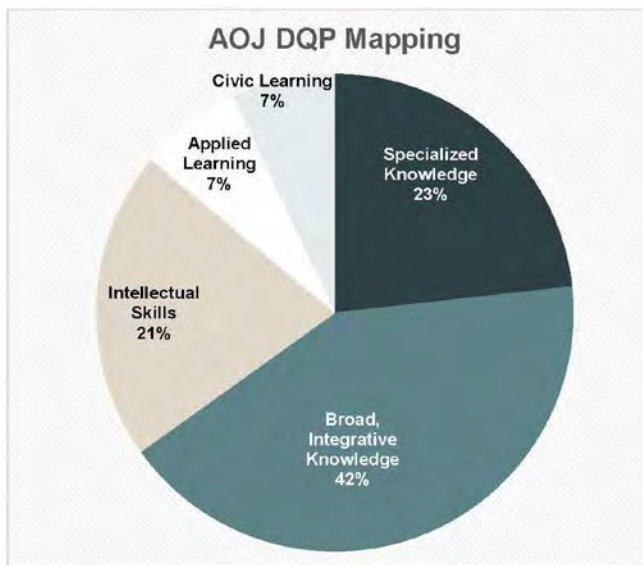
Update since initial project concluded

The initial project concluded in Spring 2014. In order to expand the DQP, the Pathway Design Team (DPT) selected the Geography, Political Science, Biology, and Business Administration Degrees to be the next group to go through the process. The plans are to complete these degrees by the end of the Spring 2015 semester.

As a part of its institutionalization efforts, WHCC is in the process of purchasing an electronic system that can tie SLO data to students and link SLOs with DQP areas of learning and outcomes. A discussion on how the DQP fits into the overall framework at the college is almost complete; a revamping of the Institutional SLOs is a possible result of the discussion. A succession plan for the DPT was designed and implemented. The location for permanent professional development space is still being discussed. Finally, WHCC is continuously looking for ways to connect its DQP work to other initiatives. West Hills is among 14 colleges statewide to earn an innovation award, and the only Central Valley college to be included in the list of winners. The honor comes with $2.5 million. Part of the money will be used to continue to expand and institutionalize the DQP process.

A Pre-DQP Snapshot

Program Learning Outcomes	AOJ 1	AOJ 20	AOJ 3	AOJ 10	AOJ 16	AOJ 32	AOJ 24	AOJ 22
1. Students will be able to explain the legal processes of the criminal justice system.	Intro	Practice	Intro	Practice/ Demonstrate			Practice/ Demonstrate	Practice
2. Students will be able to explain the components of the criminal justice system.	Intro	Practice	Intro				Practice/ Demonstrate	

AOJ DQP Mapping

- Civic Learning 7%
- Applied Learning 7%
- Specialized Knowledge 23%
- Broad, Integrative Knowledge 42%
- Intellectual Skills 21%

Precision AG DQP MAPPING

- Civic Learning 4%
- Applied Learning 7%
- Intellectual Skills 13%
- Specialized Knowledge 46%
- Broad, Integrative Knowledge 30%

REFINING DEGREES TO ENHANCE TRANSFER
Gavilan College

Gavilan College wanted to streamline the transfer process and increase transfer rates to the state university in two areas: Digital Media and Computer Programming. Using tools within the DQP, including the spider graph, the college identified ways for the programs to describe themselves to prospective students and transfer institutions, clarify key learning skills and competencies within the degree programs, and to refine the curriculum.

DQP Project Components

       Digital Media, Associate of Arts Degree
       Computer Science, Associate of Arts Degree

Project Contacts

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       Ellen Venable, evenable@gavilan.edu

Project Team

       Lead Faculty, Digital Media   Lead Faculty, Computer Science
       Dean of Career Technical Education

Institutional Learning

Δ   The DQP framework provided a means to align degree-level curriculum and learning outcomes, and enhance the transfer pathway for associate degree students to a four-year university.

Key Project Results

Δ   Alignment of the Digital Media and Computer Science degrees to the DQP, with revisions to program learning outcomes and course curriculum.
Δ   Alignment of the Digital Media: Interactive Media degree with the CSU degree, providing an enhanced transfer pathway.


About Gavilan College

President: Steven Kinsella
Location: 5055 Santa Teresa Blvd., Gilroy, CA 95020
Website: www.gavilan.edu
Status: Public Community College
Enrollment: 5,659

Project Description

Gavilan College's project focused on two associate degrees: Computer Science and Digital Media. The project goals were to increase transfer rates from Gavilan College to California State University Monterey Bay (CSUMB) in Digital Media and Computer Science Information Systems (CSIS), and to streamline the transfer process in these disciplines. The project team felt that aligning the degrees with the DQP, clarifying key learning and skills within the degree programs for students and transfer institutions, and refinement of the curriculum as needed to achieve the intended student learning outcomes, would advance the college's efforts to achieve the goals.

The GC team began its work by reviewing the degree program learning outcomes against the DQP, and mapping them to the DQP's five areas of learning. Then, they drilled down to the course level in the two degree programs, to determine whether there were student learning outcomes which addressed the DQP areas of learning and the program learning outcomes. The analysis provided information about gaps in the curriculum or in student learning outcomes which could be addressed. In Computer Science, the faculty started building assessment rubrics to assist with examining student attainment of learning of the DQP-aligned program learning outcomes.

In addition, the faculty members for both degree programs charted all of the course student learning outcomes to create a visual graphic using the DQP spider graph tool.

Gavilan College
DQP Spider Graph of Computer Science Programming degree
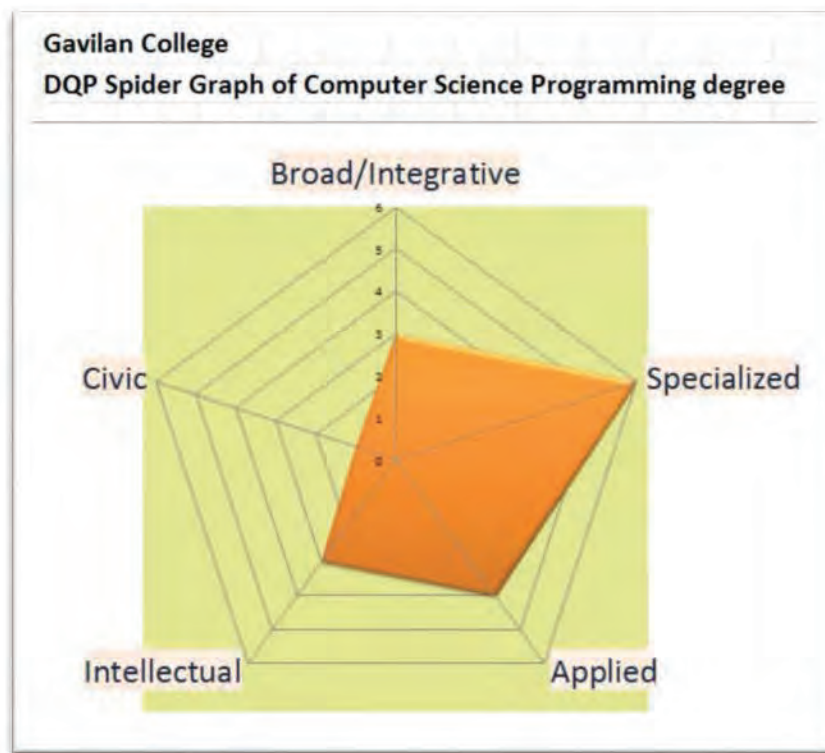
The Computer Science faculty realized, from examining the spider graph, that its degree focuses to a large extent on specialized technical skills, which may distinguish it from other associate of arts degrees geared toward transfer. There is continuing dialog and curriculum revision to ensure the

program student learning outcomes and DQP areas of learning are represented in the degree program of study.

The Digital Media faculty, in its spider-graph charting process, identified and defined an additional area of learning for Digital Media: Creativity and Innovation. This sixth area of learning was added to the chart.

Gavilan College
DQP Spider Graph of Digital Media option in Digital Art and Imaging
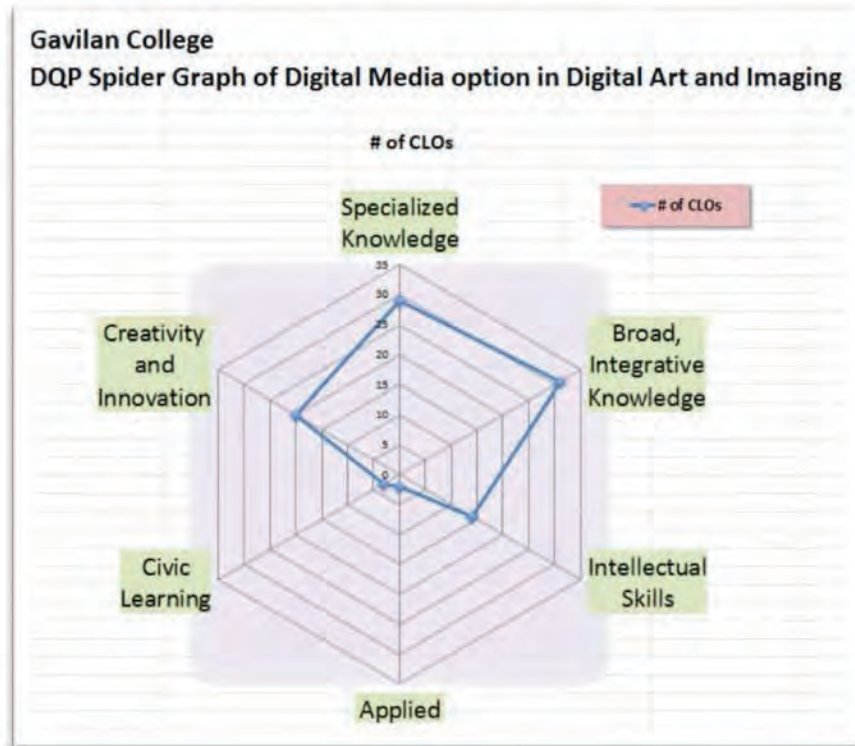
The Digital Media faculty members were surprised to see the low representation of applied learning in the student learning outcomes of the degree program. This spurred further review and the decision to make revisions to the curriculum and student learning outcomes in four major courses. The revisions were approved by the GC Curriculum Committee. All of the faculty members affected were involved in the discussions. A key learning for the faculty was the definition of competencies relative to specific areas of learning. Going forward, the work undertaken during this project is expected to provide students with a more enriched learning experience.

A marketing plan for the updated degrees was created and implemented. A counselor worked with Digital Media students to create videos, posters, and flyers. A student poster contest illustrated the implementation of program learning outcomes.

In addition, after completing this project work, the GC faculty began discussions with CSUMB to align the GC Digital Media: Interactive Media degree, using the DQP as a framework. Hartnell College faculty also joined in the dialog. Ultimately, the consultation with CSUMB resulted in the revision of two additional GC courses, using the DQP framework.

Digital Media faculty updated counselors on the program learning outcome/DQP process and transferability of the degree and courses to CSUMB. Two campus tours were completed with Gavilan College students touring CSUMB's new Media Learning Center. The impact of the alignment process has already borne significance for students in GC's Digital Media degree program.

Institutionalization of the Project

The curricular changes achieved through the DQP process were incorporated into the online catalog when they were approved. The next printed edition of the catalog will be produced over the summer of 2015 and will also incorporate these changes. They will now be part of the ongoing institutional cycle of assessment and continuous improvement.

Although the project has finished, the DQP principles will continue to make an impact on Gavilan College. The work done through the project and the results of that work have been reported to faculty and committees in disciplines beyond those initially involved. The principles of DQP are currently informing new course development. And, there is now a model and overview of DQP at Gavilan College that has expanded the dialog into other curricular areas.

APPLIED LEARNING AND CIVIC LEARNING IN THE ADT
Berkeley City College

Berkeley City College focused on its general education and institutional learning outcomes, to strengthen the PACE evening program and other First Year Experience cohorts for students progressing toward one of several Associate Degrees for Transfer. A mapping and analysis process revealed the need for increased focus on civic learning and applied learning, resulting in development of learning assessment tools in the form of embedded assignments.

DQP Project Components

       Civic Learning outcomes and assessment in general education
       Applied Learning outcomes and assessment in general education

Project Contacts

       Jennifer Lowood, jlowood@peralta.edu

Project Team

SLO Coordinator	Institutional Effectiveness Committee
Faculty	Department Chair

Institutional Learning

Δ While civic engagement and applied learning were important stated values at the college, learning outcomes in these areas had not been clearly identified.
Δ While institutional learning outcomes existed in the related areas of global awareness/valuing diversity, self-awareness/interpersonal skills, and ethics/personal responsibility, assessments had not yet been planned in those areas.

Key Project Results

Δ Creation of general education student learning outcomes for civic learning and applied learning.
Δ Development and implementation of two embedded assignments which could be used across First Year Experience cohorts to assess civic learning and applied learning.

About Berkeley City College

President:	Deborah Budd
Location:	2050 Center Street, Berkeley, CA 94704
Website:	www.berkeleycitycollege.edu
Status:	Public Community College
System:	Peralta Community College District
Enrollment:	6,285

Project Description

Berkeley City College is a community college located in Berkeley, California. The college's SLO Assessment website was featured as NILOA's website of the month for April, 2015.

BCC originally aimed to focus its DQP project on its Liberal Arts and PACE Liberal Arts (Social and Behavioral Sciences) degrees to align program outcomes – including those related to general education/institutional outcomes – to the DQP. The purpose was "to develop a coherent course pathway through the degrees – including general education courses – focused on learning outcomes achievement, and to identify assessment activities that could be embedded in multiple courses across the programs to accommodate the course options available to students."

Changes at the college since 2013 expanded the focus beyond those degrees. BCC developed fourteen Associate Degrees for Transfer (ADTs), and the PACE program—an evening program designed for working adults-- was revised so that it leads to a degree in one of several ADTs, rather than a single degree in liberal arts.

The initial project work included mapping the DQP areas of learning, and related student learning outcomes, to requirements in BCC's three general education course-taking patterns (IGETC, CSU-GE, and local A.A. requirements). BCC also mapped its seven institutional learning outcomes to the general education patterns. As a result of the mapping, the BCC team noted in May 2013, that:

> the College has not yet clearly identified learning outcomes in the areas of civic learning and applied learning, nor has it identified assessment in these areas. Institutional learning outcomes assessments have been completed or are underway in the areas of communication skills, information competency, critical thinking, and computational skills. Interestingly, the assessment committee has not yet planned the assessments of ethics/personal responsibility; self-awareness/ interpersonal skills; or global awareness/valuing diversity, all of which are clearly linked to civic and applied learning.

BCC identified, in its project, the need for an increased focus on civic learning and applied learning. Project objectives included the development of "assessment tools for civic and applied learning outcomes" and "institutionalization of [an] approach to ensuring that all students achieve all DQP learning outcomes, including civic and applied learning, though general education."

BCC developed and experimented with two approaches to addressing and assessing the areas of civic and applied learning through two assignments that could be embedded into the First Year Experience coursework for several degree-focused cohorts: the Diversity Talent Show assignment, and the Practicing Democracy Project. One exciting aspect of the Diversity Talent Show assignment was the development of a film chronicling student presentations for the purposes of assessing student work. The film proved to be not only useful but inspirational.

The Planning for Institutional Effectiveness Committee, which works on Institutional Learning Outcomes assessments for the school, is currently considering ways to apply these projects, which were piloted as course assessments, in the larger context of general education for the college as a whole.

The Diversity Talent Show Assignment

Our First Year Experience class will plan, implement, and reflect upon the creation of a talent/expression show! The theme of the show surrounds personal identity and experience in light of difference, diversity, privilege, and community.

This is an opportunity to reflect, prepare, and perform a piece which is informed by your life/experience. This piece is to be a short and concise example of how "Issues in Diversity" affect your mind, life, and community.

The Proposal:

1. Detail your proposed performance/role in our show. Are you performing a piece or arranging the show? If performing, what is the title and content of your piece? For example if you're writing a poem, explain the title and purpose/background of writing the piece (It doesn't have to be fully written at this point).

2. How does your proposal meet the requirements guided by the theme of the show? The theme of the show surrounds personal identity and experience in light of difference, diversity, privilege, and community. If you're behind the scenes, how will your work contribute to community and diversity at BCC and beyond?

3. Choose three readings from class texts to use throughout this process. Which readings will directly inform your piece/work and why have you chosen these three? If you are setting up the show, focus on three readings which may directly address community-building, diversity, and organizing. For production folks, you will be writing about these readings in context of your work with the project. You may address such questions as "What do our readings say about community?" or "How may our talent show be contributing to community and diversity?"

The Performance:

How would you want to tell the story of our various "Diversity Issues" to the community at BCC and beyond? This is an opportunity to perform a short piece which engages our community in a social, cultural, and intellectual experience. Throughout this semester, we will be consumed in a unique opportunity for in-depth study of course material surrounding identity, power, institutions of inequalities, social movements, etc. Let's bring this opportunity to others while challenging ourselves to engage with community beyond the classroom.

Practicing Democracy Project
Student Assignment:

You are to complete 8 hours of civic engagement by the last day of class this semester.

Your eight hours could be with your church, your children's school, with your employer's service days, or with any non-profit or community organization of your choice (for example, a homeless shelter). This organization may also be a political party, a public office, or an elected representative's office. Choose something that you would enjoy (and that you can add to your resume)!

Once you have completed your eight hours, you are to write a 2-3 page typed essay that answers the following questions in one coherent essay:

1. What civil liberties (for example: freedom of religion, assembly, or speech?) did you exercise while engaging in these activities? (be sure to describe your work). How do these liberties make it possible for you to engage in the work that you did?
2. How did your volunteer work help you better understand the responsibilities of democratic citizenship? (meaning, what should we, as citizens, be doing to improve our own communities and why?)
3. Why do we need *more* citizens to be involved with their communities and how can we get them active? Perhaps, particularly in the way you were? (Why is the specific work you did important?)

Students will also respond to a survey about the assignment.

DEFINING THE QUALITY AND VALUE OF AN ASSOCIATE DEGREE
Shasta College

Shasta College's project was led by faculty from the communications and math departments, and the college's director of research, with support from the academic affairs office. The effort began by examining outcomes common across the University Studies degrees at the college, and the needs of both transfer students and students stepping out of higher education after completing the University Studies degree. The project resulted in strategies for faculty to articulate the purpose and value of their degrees to students and the public, and created tools to communicate the value of liberal education (general education) to all students.

DQP Project Components

> University Studies Degrees

Project Contacts

> Meridith Randall, mrandall@shastacollege.edu

Project Team

> SLO Coordinator- Math faculty member
> SLO Coordinator- Communications faculty member
> Director of Research and Planning
> Vice President of Academic Affairs
>
> *with participation by full time and part time faculty, student services staff, and students*

Institutional Learning

△ Because there had been little conversation around general education, many at the college could not articulate the value of general education and why it was a part of every associate degree.
△ The students, employers, community, and individuals at the college needed to have information about how learning and competencies attained in the degree made graduates highly valued employees and citizens.

Key Project Results

△ College-wide focus on general education and the value of the associate degree.
△ Involvement of all faculty in discussions around general education and student learning in the context of promoting the significance of their degree programs.
△ Development of a "student voices" handout about the purpose and value of the associate degree.
△ Development of a "faculty voices" handout for use by faculty and the college community in telling the story of the value of general education in the associate degree.

Project Description

Shasta College's project was to work with its University Studies degree to identify specific learning outcomes across the general education curriculum and core units, using the DQP as the project framework. The objective was to deepen understanding of the University Study degree for transfer students, and to allow the College to identify unique areas of excellence. The examination of general education also overlapped with institutional student learning outcomes and program learning outcomes.

Shasta College participated in the DQP project primarily because it has more than 20 University Studies degrees; these degrees consist of general education with a core of courses in a particular subject area (such as Behavioral Science or Multicultural Studies). While these degrees have been popular with students, the college had never articulated the value of the degrees nor of the general education component required for all of its associate degrees. Students and counselors knew courses needed to be taken in a variety of areas, but not why.

The DQP project was launched with presentations to the Cabinet and the Board of Trustees in fall 2013. The Academic Senate and faculty were involved. At the beginning of the project, faculty mapped the DQP to the general education learning outcomes, which are common to all of the University Studies degrees at Shasta College. There was a realization, early on, of a need for more conversations about general education and its usefulness for students. Very little reflection on general education and its value for associate degrees had taken place at the college. Not all faculty members knew what the general education areas were or could articulate the value of general education. Some faculty did not even know their courses were a part of general education. The DPQ project presented a golden opportunity for these conversations to take place.

The January 2014 professional development day focused on general education. The Statewide Academic Senate President presented on the value of general education. Some participants rediscovered its value, and some discovered it for the first time. The project team assisted faculty in articulating the purpose and value of their degrees to students and the public. They created tools to communicate the value of general education to students. There were many faculty discussions within departments. For example, the faculty in art engaged in discovery about why the math requirements were important to their students seeking a degree. Shasta College also began conversations about the learning outcomes and competencies transfer students will need to attain at the Bachelor's and Master's level. Representatives from one of the college's transfer institutions gave a presentation at the college.

In April, 2014, the TRiO outreach and student services program for students from disadvantaged backgrounds collected student voices on the value of general education at Shasta College. In summer 2014, materials in the form of a "student voices" handout, and a "faculty voices" handout were developed to tell and market the value of general education and the University Studies degree at Shasta College.

Regarding the DQP and the five areas of learning, Shasta College found that it was most effective in helping students attain intellectual skills, broad integrative knowledge, and to engage in civic learning, with more training needed to assist discipline faculty to align course and program student learning outcomes in the applied learning and specialized knowledge areas of student learning, and across the DQP areas generally.

The DQP project opened a dialogue at Shasta College about the purpose and value of University Studies degrees and, on a larger scale, all associate degrees. In multiple venues since the start of the project, faculty have continued to focus on analyses of competencies using a DQP lens: in the current project to refine degree-level student learning outcomes and produce meaningful assessment; in the examination of whether some of the University Studies degrees continue to have value for students; and in a pilot project where Shasta College will begin offering one of the first baccalaureate degrees at a California community college. The project made deeper dialogue and more critical thinking about the college's degrees possible.

Update Since Spring 2014

Since spring 2014, the Shasta College community has infused discussions about general education and alignment with four-year degrees into many conversations. For example, the college is embarking on a comprehensive examination of all of the University Studies degrees with the intention of refining some and eliminating others, and the initial question has been: "What is the

value of this degree to students when they transfer?" The college often uses the DQP mapping technique to identify areas of strength and weakness for each degree.

Shasta College has also greatly expanded its dual enrollment program with district high schools, including general education courses in a variety of areas. This program requires the college to be able to articulate the value of these courses to high school students, and materials are being developed that will outline the alignment of the courses to four-year degrees and beyond.

Finally, Shasta College continues to work on the general education learning outcomes (which overlap with the Institutional Student Learning Outcomes). A comprehensive assessment of them was completed last spring which revealed weaknesses in quantitative reasoning as well as strength in critical thinking. As faculty continue conversations about these results, they expect there will be changes to a number of the associate degrees.

Future Plans

Shasta College plans to collect more input from local employers and the public in the community about the value of the College's associate degrees. There is also the need to further identify strengths and areas of excellence in general education, so that degree graduates are highly valued by employers. Ultimately, Shasta College will have produced clear and compelling narratives about the value of its associate degrees so that faculty and the college community can tell the story of the value of general education. The increased awareness will encourage more students to pursue degree programs of student and to complete their degree.

BUILDING A GENEOLOGY
Kapiʻolani Community College

Kapiʻolani Community College wanted to ensure that its new Associate Degree in Hawaiian Studies had clearly defined outcomes and competencies, and that the course progression was clear and relevant for students. A multidisciplinary group of faculty used the DQP to evaluate and strengthen outcomes in the general education portion of the major with some interesting results.

DQP Project Components

      Hawaiian Studies Associate of Arts Degree

Project Contacts

      Anthony Silva, sivaa@hawaii.edu
      David Napoleon, nawaa@hawaii.edu
      Louise Pagotto, pagotto@hawaii.edu

Project Team

Faculty in major	Department Chair in major
Faculty in general education	Department Chair liaison
Faculty in career-technical education	Vice Chancellor, Academic Affairs

Institutional Learning
△ The DQP can provide a valuable framework for reviewing and refining general education learning outcomes, even when those outcomes were initially developed with reference to the DQP.
△ Revision of course-level student learning outcomes and competencies is essential for the impact of revised program-level and general education outcomes to be realized.

Key Project Results

△ Mapping and alignment of general education outcomes in the context of the Hawaiian Studies Associate of Arts degree to the DQP areas of learning.
△ Mapping and alignment of student learning outcomes and competencies of courses in the Hawaiian Studies degree program to the outcomes and competencies in the DQP.

About Kapiʻolani Community College

Chancellor: Leon Richards
Location: 4303 Diamond Head Rd., Honolulu, HI 96816
Website: www.kapiolani.hawaii.edu
Status: Public Community College
System:University of Hawaiʻi Community Colleges
Enrollment: 8,892

Project Description

Kapiʻolani Community College, located on the slopes of Diamond Head in Honolulu, Hawaiʻi, is one of seven community colleges in the University of Hawaii system. The College serves over 7,000 students through nationally-recognized programs in culinary arts, STEM, and health sciences, as well as through a strong liberal arts program.

The College first engaged with the DQP in 2011 when working in collaboration with its sister community colleges to develop a system-wide Associate in Arts in Hawaiian Studies degree. In order to create degree coherence across the seven campuses (each with its own general education outcomes), each campus mapped its general education outcomes to the DQP. For its Associate Degree Cohort project, Kapiʻolani's DQP Team decided to build on this previously-done DQP work. The goal was to ensure that the learning attained by students in this degree program would be important in their future development, in employment, in higher education, and throughout life. Through achieving this goal, the institution would become part of each graduate's history and would continue the legacy and importance of Kapiʻolani Community College for the community it serves.

The Project

Working within the context of the AA in Hawaiian Studies degree, the College's DQP Project (1) aligned the College's general education outcomes to the DQP and (2) mapped and aligned general education course competencies to the DQP. The project began with a value of building on work that had been done, for improvement, rather than starting fresh with adoption of all of the DQP outcomes as stated within the framework document. This value helped to move the project forward more quickly with faculty buy-in, and also ensured that the outcomes retained the qualities important to the KCC culture.

The DQP project team first mapped the DQP outcomes to the KCC general education outcomes, identifying connections using a matrix. From there, a faculty task force considered the mapping and recommended revisions to the wording of KCC general education outcomes as was necessary. Of the initial five general education outcome areas, three of them were revised to better include all aspects of the DQP areas of learning. These general education outcomes were thinking/inquiry, self and community, and integrative learning. A fourth area, communication, was found to be fully aligned with the DQP areas of learning. The fifth general education area, aesthetic engagement, was determined by the faculty task force to be fully contained within student learning outcomes in the integrative learning area; thus, the recommendation was to eliminate that category as a separate general education area in the degree program. The DQP area of Specialized Knowledge was not addressed in this project, as the learning outcomes in this area were primarily contained within the courses of the major. The project focused on Applied Learning, Civic Learning, Intellectual Skills, and Broad, Integrative Knowledge.

KCC General Education Outcomes – Draft Revisions

	Thinking and Inquiry	Communication	Self and Community	Aesthetic Engagement	Integrative Learning
KCC CURRENT	Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative / symbolic reasoning.	Ethically compose, convey, and interpret varied perspectives to an intended audience using visual, oral, written, social, and other forms of communication.	Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and other global communities.	Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.	Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.
	Suggested revision: No changes	*Suggested revision: See below*	*Suggested revision: See below*	*Suggested revision: Eliminate this outcome and combine it with Integrative Learning, as follows:*	*Suggested revision: See below*
DQP TASK FORCE REVISED	Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative / symbolic reasoning.	Through the effective use of visual, oral, written, and other forms of communication, interpret and ethically convey the intended message.	Evaluate one's own ethics and traditions in relation to those of other peoples; examine the diversity of cultural perspectives; and / or engage in local, regional, and global communities.	Develop responses to challenges and sustain communities by integrating/synthesizing knowledge, skills and attitudes from academic, aesthetic, and cultural perspectives	Explore and synthesize knowledge, attitudes, methods, and skills from a variety of cultural and academic perspectives to enhance analytical, practical, and / or creative tasks in our local and global communities.

For the second project task, a group of faculty teaching courses that addressed either the general education requirement or the Hawaiian Studies core of the AA in Hawaiian Studies degree mapped and aligned their course competencies to the DQP outcomes. [Note: Mapping consisted of making connections via a crosswalk between course competencies and DQP outcomes. Alignment consisted of revising the competencies themselves so that they more closely match the DQP outcome to which they were mapped.] Many of the faculty found it useful to pull specific language from the DQP outcomes into their new draft course competencies.

For the courses within the major and in the general education component that were aligned to the DQP areas (excluding Specialized Knowledge):

Applied Learning was addressed in 19% of courses;
Broad, Integrative Knowledge was addressed in 29% of courses;
Civic Learning was addressed in 19% of courses; and
Intellectual Skills were addressed in 33% of courses.

KCC Course Competencies (Selected) – Draft Revisions

Course	Original Competency	Draft Revised Competency	DQP Outcome Area
Marine Biology	Demonstrate a fundamental knowledge of the basic approaches to scientific problem solving	Use the scientific process to formulate a question, hypothesis, prediction using existing knowledge	Broad, Integrative Knowledge
Introduction to the World's Major Religions	Describe his / her own religious background and that of the surrounding community	Describe his or her own religious background, including origins, development, assumptions, and predispositions, as well as those of the surrounding community	Civic Learning
World Regional Geography	Critically analyze concepts and issues within the framework of the course	Critically analyze contemporary and historical concepts and issues within the framework of the course	Civic Learning

Project Outcomes

This pilot project demonstrated that the DQP had utility the second time around, to evaluate and refine learning outcomes that were developed initially with reference to the DQP. During this project, the team learned the DQP outcomes could be used to help KCC further clarify its general education student learning outcomes as student learning outcomes practice evolves and new instructional programs are developed.

The project also demonstrated that the DQP could be used to help further align course competencies to general education outcomes. Faculty found multiple ways to align course competencies, including:
- Drafting new competencies by combining course competencies to make them more intentional and better aligned;
- Revising competencies to capture the essence of a DQP outcome; and
- Pulling specific language from the DQP into enhance existing competencies.

Altogether, two dozen faculty members participated in the project work, including two department chairs, with the support of the Vice Chancellor of Academic Affairs. The College found that aligning course competencies with general education outcomes enhanced by the DQP need not be a restrictive process for faculty. Instead, it can open the dialog for new ideas and collaborations across disciplines and programs.

Project Update

The DQP continues to play a role in student learning outcomes development and assessment at KCC, with effects extending beyond its original context of the AA in Hawaiian Studies degree. Based on the work done by faculty in the DQP Project, the Chancellor has asked the college's recently-established General Education Board to take up the revision of the college's general

education outcomes by widening the scope of the discussion to the college as a whole. This initiative is expected to begin in fall 2015.

Many of the courses for which new or revised competencies were drafted during the project have yet to come up for curriculum review/update, so the full impact of the work at the course level remains to be seen. However, KCC's engagement with the DQP has spread beyond these participating courses. For example, the English for Speakers of Other Languages Program, a preparatory-level English language development program for immigrant and international students, pulled language from the DQP into the revised course competencies for each of the courses in its three-course sequence as part of the curriculum review process in the 2014 – 2015 academic year, thereby bringing the program into alignment with the DQP.

The DQP is also playing a role in KCC's nationally-recognized service learning initiative. The College's service-learning reflection prompt, originally developed as part of a Teagle Foundation grant, was mapped to the DQP civic and global learning outcome and the applied and collaborative learning outcome. In spring 2015, the College's service-learning assessment coordinator participated in a National Institute for Learning Outcomes Assessment (NILOA) Charette, a collaborative assignment-design process aligned with the DQP. Working with NILOA advisors, the coordinator is currently revising the prompt and aligning it with the DQP. The assignment prompt will be submitted to the DQP Assignment Library in summer 2015.

Looking Forward

The DQP has proven to be a useful tool in the discussion of revision of the KCC's general education outcomes and in the process of alignment of course competencies to these outcomes. It is expected that the DQP will continue to play a role in the development and assessment of course competencies and general education and other program outcomes at the college into the foreseeable future.

In the photo below is a Hawaiian Star Compass, which metaphorically represents what KCC hopes its students will acquire while they are at the College: an inner compass to provide them with a sense of direction in life. More details about the processes and materials used in this project can be found on KCC's web site at http://ofie.kapiolani.hawaii.edu/dqp/.

SIMPLIFYING AND FOCUSING OUTCOMES ON CORE LEARNING
Mission College

Mission College used the DQP framework to reassess and simplify its institutional learning outcomes and revise the program learning outcomes within selected disciplines to align outcomes and competencies for the degrees using the DQP framework. The project was designed to achieve increased degree completion and transfer through greater student and transfer institution understanding of the learning and competencies attained within degree programs.

DQP Project Components

> Communication Studies AA-T Degree
> Mathematics A.S.-T Degrees
> Psychology AA-T Degree

Project Contacts

> Kathryn L. Wood, Kathryn.wood@wvm.edu
> Sarah Randle, sarah.randle@wvm.edu

Project Team

> SLO Coordinator and Task Force Curriculum Committee Chair
> Communications Department Mathematics Department
> Psychology Department Counseling
> Office of Reseach, Planning and
> Institutional Effectiveness

Institutional Learning

△ Use of an accepted framework, such as the DQP, to review and simplify institutional learning outcomes is helpful in ensuring they reflect core learning.
△ Evaluation and realignment of program learning outcomes can inform curriculum and instructional changes that will enhance the degree for purposes of transfer.
△ Follow-up with graduates is an important method for gaining information about student attainment of learning from the degree program of study, both for transfer and for terminal degrees.

Key Project Results

△ Adoption of new institutional learning outcomes, reducing the total number from 16 to 3, and clarification of their measurement.
△ Revision of program learning outcomes for three degrees, so that when assessed together with institutional learning outcomes, they address all of the areas of learning in the DQP.
△ Establishment of a webpage on student learning outcomes and assessment.

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About Mission College

President:	Daniel Peck
Location:	3000 Mission College Blvd., Santa Clara, CA 95054
Website:	www.missioncollege.org
Status:	Public Community College
System:	West Valley-Mission Community College District
Enrollment:	9,039

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Project Description

The Mission College project was seen as a way to conduct the evaluation of student learning outcomes and assessment as part of its continuous improvement efforts in this area of practice. The objective was to enhance student understanding of the value of the degree, and to facilitate transfers of students with a degree, through clarifying the learning and outcomes associated with the degree program of study.

Mission College began by mapping its institutional learning outcomes to the DQP areas of learning and associated student learning outcomes. The result was adoption of three institutional learning outcomes, entitled Critical Thinking, Personal Development, and Communication and Information Competency, to replace the 16 prior institutional learning outcomes.

Along with presentations to the Academic Senate, Division Chair Council, and to faculty during a professional development day, the project team also created a webpage for student learning outcomes and assessment accessible through the institutional research page.

During discussions about assessment of the institutional learning outcomes, the need to streamline assessment processes was identified, so that all instructional areas of the college could be involved. There was the suggestion for a central testing area to handle exit exams and other assessments, and to provide analysis.

Three departments were identified to participate in aligning program learning outcomes to the DQP and then to map course SLOs to the updated program learning outcomes and institutional learning outcomes: Communications, Math, and Psychology. The faculty in these departments mapped the program level outcomes for the Associate Degrees for Transfer in their areas and made adjustments as were needed. The departments also engaged in discussions about effective assessments to determine the culminating learning of students at the end of the programs, and also discussed issues around course-level assessment of program and institutional learning outcomes.

One of the issues for which strategies were discussed, was overcoming minority students' cultural educational traditions that valued student silence and not asking questions. Another challenge was how to measure cumulative learning for the degree if there was not a capstone course. The departments agreed it was necessary to develop follow-up processes with graduates who completed either transfer or terminal degrees, to gain information about their attainment and retention of learning and competencies.

The Mission College team realized that a larger dialog was needed, so as to encourage similar work on student learning outcomes across the college. The institution is undergoing a culture shift, and the DQP project has been helpful in guiding that shift. In order to verify the impact on student degree completion and transfer, additional time will be needed for evaluation.

Future Plans

The three departments which changed their program outcomes plan to use the preliminary assessment results as a new baseline for future assessments and to determine needed changes in curriculum or practice. In addition, there are plans to work more closely with local transfer institutions, so that communication about the quality of learning within the associate degree can inform and enhance student transfer.

Mission College plans to extend the project work beyond the initial departments, and to continue to engage in college-wide discussions about student learning outcomes assessment across the areas of learning identified in the DQP framework.

DEGREE QUALIFICATIONS PROFILE
What kinds of learning are contained in a degree?

A degree represents a cohesive program of study designed to prepare students with identified knowledge and competencies for continued higher education and lifelong learning, for employment and contribution in society, and for originating new learning throughout their life pursuits.

What to look for:
All degree programs should help students identify, attain, and hone learning skills needed for different kinds of learning. These are described as learning skills.

In addition, all degree programs involve student learning in five critical areas. Some institutions or degree programs also include a special area of learning uniquely identified with that institution/degree program.

LEARNING SKILLS ACQUIRED
Skill and competency:
- To further one's educational development by exercising core intellectual skills (communication, analytic inquiry, information resource skills, engaging diverse perspectives, quantitative-technical)
- To understanding the ways in which disciplines create and apply knowledge to solve problems
- To achieve mastery
- To increase competency by application of learning to real world experiences
- To responsibly and ethically contribute to civic society through work, service, or community activity

Core learning and competencies will be identified in each of these areas of learning through student learning outcomes:

SPECIALIZED KNOWLEDGE	INTELLECTUAL SKILLS
Within a discipline or area concentration, learning the skills necessary to achieve mastery, and to apply those skills more generally; knowledge acquired within a field of study to attain depth of learning/mastery of competencies.	Attaining the foundational skills to effectively learn in these other areas and to operate in the world; foundational skills, each of which facilitates attainment of learning outcomes across the other areas of learning: analytic inquiry; use of information resources; engaging diverse perspectives; quantitative fluency; communication fluency.
BROAD, INTEGRATIVE KNOWLEDGE	APPLIED LEARNING
Examining key concepts across several fields, to learn how existing knowledge is advanced and interpreted knowledge acquired in general education and in the major to attain "breadth of learning/liberal education" competencies.	Learning how to learn, and to have the competencies to continuously learn through life; experience from outside the class is brought to bear on classroom material, and classroom material is brought to bear on outside-the-class experiences.
CIVIC LEARNING	INSTITUTION-SPECIFIC OR DEGREE-SPECIFIC LEARNING (when applicable)
Recognizing oneself as a member of civic society and the attendant responsibilities to contribute; readiness and acceptance of each person's understanding of and obligation to contribute responsibly and ethically to their community and in the world.	A unique aspect of learning that all degree graduates attain by studying at your particular institution or in your program.

**COMMUNICATING DEGREE SPECIFICATIONS
THROUGH LEARNING OUTCOMES
Riverside City College**

Riverside City College used a process of "Tuning to the DQP" to better identify the core learning and competencies that were key to particular degrees and those which were critical for RCC students earning associate degrees. The resulting Degree Specifications (degree profiles) describe the degree programs in terms of the learning rather than the course progressions. They are being used in advising and counseling, as well as for communications with prospective students and to employers.

DQP Project Components

> Communication Studies/Speech Communication Degree
> Early Childhood Education AA-T Degree
> English AA-T Degree
> Mathematics AS-T Degree

Project Contacts

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Project Team

> Assessment Co-Coordinators
> Faculty in Communication Studies, Early Childhood Education, English, and Mathematics
> Vice President of Academic Affairs

Institutional Learning

△ Degree programs of study, and their attendant student learning outcomes, should be viewed in their entirety—including both the discipline-specific and general education components.
△ Threshold concepts of the field of study should be included across the degree program of study; project-based learning should reinforce these concepts.
△ Institutional learning outcomes, including student services outcomes and college goals, should be woven through all degrees including the general education component.
△ Effective practice in degree-level student learning outcome work involves collaboration across disciplines, within the discipline, with counseling, and with transfer institutions.
△ There should be student friendly language in the college catalog about each degree, and there should be an outline of record describing the entire degree rather than just requirements in the major.

Key Project Results

- Creation of degree specifications (degree profiles) for Communication Studies, Early Childhood Education, English, and Mathematics, focusing on the learning students will attain in those programs of study.
- Using the degree specifications in the pilot of a new faculty advising program.

About Riverside City College

President: Wolde-Ab Isaac
Location: 4800 Magnolia Ave., Riverside, CA 92506
Website: www.rcc.edu
Status: Public Community College
System: Riverside College District
Enrollment: 16,740

Project Description

The Riverside City College (RCC) team participated in monthly workshops with representatives from other community colleges in the California State University, San Bernardino service area. Workshop participants addressed each area of learning from the Degree Qualifications Profile (specialized knowledge, broad, integrative knowledge, intellectual skills, applied learning, and civic learning), through discussion and directed activities. They worked with CSU faculty to identify levels of learning from the community college to CSU, and ways to support seamless transitions for transferring students. The participants were also introduced to threshold concepts, those key underpinnings of a particular field of study, which discipline faculty should ensure are contained within a degree program of study and in the student learning outcomes.

Prior to this project, RCC had been very involved in student learning outcomes assessment. However, the work had essentially been done in silos for separate disciplines and for the general education component. The student learning outcomes had been recently rewritten for general education as a separate program. Out of discussions during the DQP project, both within disciplines and across disciplines, it was determined that the degree program level outcomes had to be understood as discipline-specific and general education learning together. When viewed as a cohesive program of study leading to a degree, the combined general education component and discipline-specific requirements could better be considered for how all areas of learning were being addressed in the curriculum.

The project culminated in the development of degree specifications (degree profiles), two-page descriptions of degree programs focused on the learning attained, rather than the courses taken. The degree specifications were developed for Communication Studies, Early Childhood Education, English, and Mathematics. The descriptions viewed the degrees in their entirety, including both discipline-specific and general education learning. Sections of the degree specification included the purpose of the degree, characteristics of the program of study, important information about career

pathways, the educational style of the program, and core learning and competencies. The degree specifications were developed for sharing with students as part of a new faculty advising program, for counseling, and for distribution within departments.

Riverside City College's participation in the DQPP resulted in dialogue regarding threshold concepts and how project-based learning can teach toward these core concepts. Project-based learning was identified as a way to make explicit the connection between threshold concept(s) in a single course and threshold concept(s) for a degree. The degree qualification profiles that were developed by the college as part of the project underscored the need for degree profiles to be aligned with institutional level outcomes and general education program learning outcomes.

Update since initial project concluded

The degree profile that was developed by Riverside City College's English discipline as part of the DQP Project is being used in a pilot for faculty advising. Members of the English discipline have worked with counselors to define roles for advising, develop training, and to create an online Faculty Advising Toolkit available at http://rcc.edu/services/counseling/Pages/Faculty-Advising-Toolkit.aspx. The college is currently exploring workshops related to threshold concepts that can be offered through faculty development. These workshops, in conjunction with training designed to assist disciplines in the creation of degree profiles, are under development as part of an initiative to provide more extensive guidance and support as the college moves towards improved program review and planning processes.

Future plans include rethinking general education from the current cafeteria list of unit requirements, to a recommended pathway for particular degrees based upon the whole package of student learning outcomes. In addition, development of new Associate Degrees for Transfer will consider the areas of learning across the entire curriculum, rather than just within the discipline-specific courses.

Riverside City College Degree Specification

<u>Communication Studies/Speech Communications</u>

Purpose:
This degree is designed to provide a clear transfer path for students wishing to continue to a California State University to complete their studies in Communications/Speech Communications. It is also designed to provide specialized knowledge in areas of interpersonal, academic, organizational and intercultural communication.

Characteristics:
This degree focuses primarily on enhancing and improving communication skills, (verbal/ nonverbal), and encourages students to engage in critical thinking, communication competence, conflict resolution strategies, interpersonal skills, and intercultural sensitivity and awareness. This degree also introduces the students to various specialties within Communication Studies including, but not limited to: Organizational Communication, Argumentation, Intercultural Communication and Gender Studies.

Career Pathways:
The knowledge, competencies and learning skills from this degree will prepare students for work that involves communication (which includes any/every career pathway). In specific, skills from this degree will help a career in public/professional speaking, conflict-resolution, organizational communication, advocacy. Students with a degree in Communication have established careers in:
Law Enforcement
Lawyer/Judge
Education
Public Advocacy/Non-Profit Organization
Sales
Speech Making/Politics
Human Resources
Management
Health (Educator, Grant Writer, Health Communication Analyst)
Religious Leader
Human Rights Officer

Education Style:
Coursework is presented with/through lectures, student engagement in hands on activities, presentations (speeches and debates), exams, quizzes, group projects/presentations, videos, guest lecturers, experiential service learning and field trips.

CORE LEARNING AND COMPETENCIES

Learning Skills Acquired: The learning skills acquired by the students in this program are:

- To further one's educational and professional development by exercising core intellectual skills (communication, analytic inquiry, information resource skills, engaging diverse perspectives, quantitative-technical abilities)
- To achieve mastery in communication within various fields.
- To continuously increase one's effective communication skills by application of learning to real world experiences
- To responsibly contribute to civic society, locally and globally, through one's work, service, and community activity

Specialized Knowledge: Students are able to master the following skills: research, structure/outlining, public speaking (while reducing anxiety/gaining confidence), effective group workings, critical thinking and evaluation of arguments, interpersonal skills, intercultural sensitivity. Students will also learn rhetorical principles of evaluating presentations as well as computer mediated communication.

Broad, Integrative Knowledge: Students are able to think critically, research, analyze and evaluate research and arguments. They will be able to practice and evaluate speeches/presentations, achieve communication competence (becoming an effective communicator) and expand global awareness.

Intellectual Skills: These include analytic inquiry; use of information resources; understanding diverse perspectives; the ability to read/analyze statistical data and communication fluency.

Through exposure to critical thinking, research, conflict resolution, technology and understanding diverse perspectives, they will learn how to be an effective communicator in various situations with a variety of people..

Applied Learning: Students in this program will have gained these competencies:

Conflict resolution, group work, building interpersonal relationships, communication competency, argumentation and advocacy, time management, leadership and presentation skills.

Civic Learning: Students are preparing, over the course of their studies, to become responsible and (ethical) contributors to civic society, local and globally, through their work, service, and community activities. Students develop an understanding of, and acceptance of each person's obligation to contribute to community. The learning includes: advocacy, conflict resolution, public service, listening and global awareness.

Other (Institution-specific) Learning: The unique aspect of learning all degree earners attain by studying at our institution are: Cultural sensitivity and socioeconomic sensitivity

RIVERSIDE CITY COLLEGE DEGREE SPECIFICATION
Early Childhood Education AA-T Degree

Purpose: This degree is designed to provide a clear transfer path for students wishing to continue to a university to further their studies in Early Childhood Education. It is also designed to provide the student with knowledge in the areas of curriculum development, appropriate practices, and effective techniques. The degree focuses on awareness of growth in the physical, cognitive, social, emotional, language and creative domains.

Characteristics: Individuals who are trained in Early Childhood Education understand the components to fostering healthy growth and development in young children. Features include activity planning, positive language, positive behavior support, collaborating with families and other education professionals, diversity awareness, observation and assessment, child health and safety issues, adapting activities for children at a variety of skills sets.

Career Pathways: The knowledge, competencies and learning skills from this degree prepare students for work that involves four domains:
1. Education (e.g., Multiple subjects teacher, Special Education teacher, Speech/Language Pathologist, Educational Administrator)
2. Social Services (e.g., Social Services Agency Case Worker, In-Home Early Interventionist, Parent Educator/Workshop Presenter, Licensing Evaluator)
3. Community Services (e.g., Family Law, Legislation/Lobbyist, Child Life Specialist, Pediatrician/Pediatric Nurse)
4. Business (e.g., Child Development Center Owner, Children's Book Author/Illustrator, Toy Development, Media/Television Producer or Performer).

Education style: Coursework is presented in face-to-face, online, and hybrid formats.
1. Observation Assignments
2. Supervised Field Experience
3. Portfolios
4. Reflective Journal Writing
5. Essays
6. Analytic Research Papers
7. Lesson Plans

CORE LEARNING AND COMPETENCIES
Learning Skills Acquired: This program of study provides students with the skills to learn in different settings and to learn various kinds of information. In other words, the program supposes that students will continue to develop knowledge and competencies as they pursue more advanced degrees and throughout their lives. The learning skills acquired by students in this program are;
- To further one's educational and professional development by exercising core intellectual skills (communication, analytic inquiry, information resource skills, engaging diverse perspectives, quantitative-technical abilities).
- To understand in context differing ways in which professions or fields of study create and apply knowledge to solve problems.
- To achieve mastery of a certain element of knowledge or skill.
- To continuously increase one's competency by application of learning to real world experiences.

- To responsibly contribute to civic society, locally and globally, through one's work, service, and community activity.

Specialized Knowledge Acquired: Students acquire depth of learning/mastery in specific competencies within the degree program, including positive guidance and language methods, active listening techniques, assessment driven curriculum design, child development theory, observational techniques, adaptive curriculum, and developmentally appropriate practice;

Broad, Integrative Knowledge: Students study a breadth of fields to acquire competency in differentiating and integrating approaches to creating knowledge and solving issues. Students are able to:

Address the needs of the "whole child", utilize play as a vehicle for development and learning, articulate the characteristics of an effective teacher in an early childhood setting and the essentials for program planning, and describe indicators of high quality early childhood programs.

Intellectual Skills: Certain intellectual skills are needed by students to effectively complete college studies and negotiate various life challenges. These include analytic inquiry; use of information resources; engaging diverse perspectives; quantitative fluency; and communication fluency. Students develop competency in:

Current and historical theoretical frameworks of child development (analytic inquiry); community agencies, referral systems, procedures, and availability of specialized services and support for families and children including at-risk populations (use of information resources); issues of diversity; inequity, access, systemic and internalized oppression affecting children's identity and learning (engaging diverse perspectives); interpreting data from assessment tools (quantitative fluency); oral presentations and written research (communication fluency).

Applied Learning: It is a critical lifelong learning skill for students to bring experience from outside the class to bear on classroom instructional material, and also to bring classroom material out into the world to expand the options for addressing real life issues. Students in this program have gained these competencies:

Application of Developmentally Appropriate Practice; collaboration and partnerships with families, colleagues and community programs; positive guidance strategies; ability to utilize assessment information to facilitate children's development.

Civic Learning: Students are preparing, over the course of their studies, to become responsible (and ethical) contributors to civic society, locally and globally, through their work, service, and community activities. Students develop an understanding of, and acceptance of each person's obligation to contribute to their community. The learning includes:

Professional organizations and ongoing professional development, the importance of advocacy, career options and paths, collaboration with community agencies.

Other (Institution-specific) Learning:
Riverside City College's on campus Child Development Center Laboratory provides students with opportunities for hands-on experience and application of learning early in their college career;

Riverside City College Degree Specification
The Associate of Arts Degree for Transfer in English

Purpose of the Degree:
To prepare RCC students for transfer and success in the English major at the university level by developing the necessary skills in reading, engaging and analyzing texts, employing language and methods of literary analysis to construct interpretive arguments and to address the ways that literature invites multiple interpretive possibilities; writing essays effectively supported by integrated, interpreted, and relevant textual evidence; Demonstrating an understanding of how cultural history informs and is informed by literature. Students will leave the program with a broad understanding of how written discourse as a whole shapes identity and culture.

Characteristics:
Students pursuing the degree will have the opportunity to create, evaluate, and respond to a variety of texts across multiple areas of inquiry that include creative writing, journalism, film studies, literature, and linguistics.

Career Pathways:
Possible careers for English majors include positions in sectors such as education (teacher, guidance counselor, administrator; business (public relations executive, editor, lawyer); government (speech writer, archivist/curator, FBI agent); technology (web analyst, tech writer, content director); and entrepreneurial (freelance journalist, community organizer, day trader)

Education Style:
1. Taking part in the open exchange of ideas and the composing of analytical essays
2. Performing field work and interview/observation assignments
3. Reading and responding to argumentative texts as well as close reading and interpreting of literature across historical, cultural, and personal intersections
4. Learning about contexts for literature across genres and how these contexts influence interpretation; also understanding and employing a variety of critical lenses for interpretation
5. Participating in collaborative learning, individual process reflection, and oral presentations
6. Assuming responsibility for self-directed learning opportunities (including those available in the Writing and Reading Center)

Core Learning and Competencies of the Degree

Specialized Knowledge: Students acquire depth of learning mastery in specific competencies within the degree program.

Students who complete this degree develop the ability to read, engage and analyze texts; employ language and methods of literary analysis to construct interpretive arguments and to address the ways that literature invites multiple interpretive possibilities; write essays effectively supported by integrated, interpreted, and relevant textual evidence; demonstrate an understanding of how cultural history informs and is informed by literature; understand that writing is a fluid process of investigation and discovery; demonstrate mastery over the basic elements of form and style

Broad, Integrative Knowledge: Students study a breadth of fields to acquire competency in differentiating and integrating approaches to creating knowledge and solving issues.

In pursuing the degree, students develop the ability to think critically and communicate ideas clearly while gaining a tolerance and understanding for diverse points-of-view. They come to understand how literature influences and is influenced by particular historical, linguistic, and cultural contexts. Ultimately, students achieve a deeper understanding of the world and their relationship to it <<through process of reading, writing, and discussing texts.

Intellectual Skills: Certain intellectual skills are needed by students to effectively complete college studies and negotiate various life challenges. These include analytic inquiry; use of information resources; engaging diverse perspectives; quantitative fluency; and communication fluency.

Working towards the ADT in English, students become adept at questioning sources for logic and reliability as they compose arguments in evidence-based writing. They learn how to read, write, and speak for different purposes, occasions, and audiences. Navigating the Digital Library in a skilled way allows students to perform effective research in a timely manner and through a variety of formats (print, e-databases, free vs. subscribed-to content, etc.). The analytical skills acquired in English classes will prove highly relevant to coursework they undertake in other disciplines across RCC, at the university to which they transfer, and in the myriad workplace and social scenarios they will navigate in life beyond school

Applied Learning: It is a critical lifelong learning skill for students to bring experience from outside the class to bear on classroom instructional material, and also to bring classroom material out into the world to expand the options for addressing real life issues. Students in this program have gained these competencies:

Through classroom discussion, assignments, collaborative projects, and presentations, students learn how to connect prior knowledge and life experience in ways that promote and enhance their academic growth and enable endurance for increasingly challenging levels of study. Further extra-curricular learning opportunities include conducting field research, interviewing community leaders/experts, attending and perhaps presenting at discipline-related conferences and colloquies (such as the annual Humanities Conference at UCI). Interested students can also work as contributors for Viewpoints, RCC's newspaper, participate in opportunities to present work at conferences through the Honors Program, and can also work as editors, contributors, and/or content curators for MUSE, RCC's art and literary magazine.

Civic Learning: Students are preparing, over the course of their studies, to become responsible and (ethical) contributors to civic society, local and globally, through their work, service, and community activities. Students develop an understanding and acceptance of each person's obligation to contribute to community. The learning includes:

Through recognizing and acknowledging difference and the disagreements that can arise from competing perspectives, students learn how to assess and address problems with which the local community and the nation as a whole struggle. English majors learn how to think critically about all cultural messages and not just those present in literary texts. They also develop an intellectual agility that allows them to select language and develop arguments appropriate to a variety of socio-cultural contexts and audiences.

Other (Institution-specific) Learning: A unique aspect of learning all degree earners attain by studying at our particular institution.

During students' participation in the AD-T in English at RCC, they will gain exposure to the Writing and Reading Center, where self-directed learning is valued as a means of heightening student success. English majors have access to meetings and workshops geared toward making transfer to a university as smooth as possible. The campus newspaper, Viewpoints, is an award-winning publication that tackles issues relevant to student life. RCC MUSE publishes an annual issue including fiction, poetry, and art from students as well as emerging and established writers and artists across the country. The Honors Program offers students an opportunity to present their original work and participate in a community of scholars. All who enroll at the college become part of a truly diverse community that is committed to fostering tolerance, understanding, and collective action.

RIVERSIDE CITY COLLEGE DEGREE SPECIFICATION

Degree:
Mathematics

Purpose:
The Associate in Science Degree in Mathematics for Transfer is designed to prepare the student for transfer to four-year institutions of higher education and specifically intended to satisfy the lower division requirement for the Baccalaureate Degree in Mathematics at a California State University (but does not guarantee acceptance to a particular campus or major). It will also provide the student with a sufficient academic basis from which to pursue further education for a career in mathematics, statistics, actuarial sciences, and education.

Characteristics:
Students must successfully complete three semesters of calculus along with differential equations, and/or linear algebra with options in mechanics and C++ programming.

Career Pathways:
Mathematics is a foundation for careers in teaching, actuarial sciences, computer science, operations research, biomathematics, cryptography, and finance. Mathematics is a key element in careers in the sciences, business, manufacturing, communications, and engineering.

Education Style:
Coursework is presented though face-to-face lectures and laboratories. Students demonstrate their learning though written and computerized homework, quizzes, midterms, final exams, and classroom and lab discovery exercises.

CORE LEARNING AND COMPETENCIES

Learning Skills Acquired: This program of study provides students with the skills to learn in different settings and to learn various kinds of information. In other words, the program supposes that students will continue to develop knowledge and competencies as they pursue more advanced degrees and throughout their lives. The learning skills acquired by the students in this program are:

- To further one's educational and professional development by exercising core intellectual skills (communication, analytic inquiry, information resource skills, engaging diverse perspectives, quantitative-technical abilities)
- To understand in context differing ways in which professions or fields of study create and apply knowledge to solve problems
- To achieve mastery of a certain element of knowledge or skill
- To continuously increase one's competency by application of learning to real world experiences

- To responsibly contribute to civic society, locally and globally, through one's work, service, and community activity

Specialized Knowledge: Students acquire depth of learning/mastery in specific competencies within the degree program. Students are able to:

Reason mathematically both abstractly and computationally

Create and analyze mathematical models

Broad, Integrative Knowledge: Students study a breadth of fields to acquire competency in differentiating and integrating approaches to creating knowledge and solving issues. Students are able to:

Use the symbols and vocabulary of mathematics to solve problems and communicate the results

Intellectual Skills: Certain intellectual skills are needed by students to effectively complete college studies and negotiate various life challenges. These include analytic inquiry; use of information resources; engaging diverse perspectives; quantitative fluency; and communication fluency.

Demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data

Applied Learning: It is a critical lifelong learning skill for students to bring experience from outside the class to bear on classroom instructional material, and also to bring classroom material out into the world to expand the options for addressing real life issues. Students in this program have gained these competencies:

Analyze and solve complex problems across a range of academic and everyday contexts

Civic Learning: Students are preparing, over the course of their studies, to become responsible and (ethical) contributors to civic society, local and globally, through their work, service, and community activities. Students develop an understanding of, and acceptance of each person's obligation to contribute to community. The learning includes:

Interpret and use data effectively in decision-making.

Other (Institution-specific) Learning: As appropriate, describe that unique aspect of learning all degree earners attain by studying at your particular institution.

ENHANCING THE SOCIOLOGY PROGRAM OUTCOMES
MiraCosta College

MiraCosta College faculty in the Sociology Department used the DQP to assess the learning outcomes and competencies associated with the degree. The process involved full and part time faculty, impacted courses in the degree track, and resulted in some creative ways to obtain assessment information from graduates.

DQP Project Components

Sociology AA-T Degree

Project Contacts

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Project Team

Sociology Department Faculty

Institutional Learning

△ Department work on reviewing and revising student learning outcomes and methods of assessment for the degree program can help shape and clarify the department's identity and the distinctive features of its discipline degree.
△ The DQP framework can serve as a useful tool for gap analysis within the existing learning outcomes structure within programs.

Key Project Results

△ Mapping of the Sociology degree course learning outcomes to the DQP and identification of two areas of learning which should be explicitly added or enhanced in the curriculum.
△ Revision of course level learning outcomes and implementation of related student assignments for assessment.
△ Implementation of a celebratory event for degree graduates, which includes an assessment of their student learning and competency attainment.

About MiraCosta College

President: Sunita Cooke
Location: One Barnard Dr., Oceanside, CA 92056
Website: www.miracosta.edu
Status: Public Community College
Enrollment: 16,869

Project Description

The Sociology Department at MiraCosta College is made up of three full time faculty and 10 part time faculty. The Sociology department was presented with the DQP model in Fall 2013. The department held a retreat during which they used the DQP to perform a review of the learning outcomes associated with the Associate of Arts for Transfer degree in Sociology. The faculty compared their course and program student learning outcomes with the DQP areas of learning and associated outcomes to identify overlaps and gaps.

Mapping

The review affirmed that the DQP Civic Learning area was contained within the Global Awareness learning outcomes, and that the DQP Intellectual Skills were contained within the Critical Thinking, Effective Communication, and Information Literacy learning outcomes. The DQP addition (in DQP 2.0) of ethical reasoning aligned with the MiraCosta College outcomes in Professional and Ethical Behavior. The DQP Broad, Integrative Knowledge area was addressed within the college's general education component learning outcomes.

There were two areas identified in the review that the Sociology faculty felt were not adequately addressed within the program and course learning outcomes: there was no Applied Learning component in the degree outcomes, and the Specialized Knowledge outcomes needed to be strengthened to clearly state skills that the students should demonstrate.

The Sociology Department summary of the DQP categories and how each aligned or not with course SLOs is as follows:

- APPLIED LEARNING: Students gain and build this competency for lifelong learning and for mastery, where experience from outside the class is capably brought to bear and build on classroom material, and classroom material is capably brought to bear and build on outside-the-class experiences. There were clear gaps in our course and program level outcomes that illustrate applied learning. Some of us were and some of us weren't using applied learning in our courses, but after discussion as a whole, all faculty decided that applied learning was important and that we can be explicit about the learning by writing them into our outcomes and assessments.

- CIVIC LEARNING: Students achieve a significant human development milestone, developing a readiness for and acceptance of one's role as a member of society and the obligation to contribute through work, service, or community activities. Again, some of our instructors use service learning, field notes, volunteering, etc. as components in our classroom while others don't. After discussion of the DQP, all faculty agreed that this is an emphasis in the core of our curriculum and should be explicitly visible in our outcomes.

- INTELLECTUAL SKILLS: Students acquire fundamental skills which equip students to navigate in the community college environment and off-campus, which facilitate other types of learning, and which serve as building blocks for attainment of higher level competencies in specific programs of study. These include: analytic inquiry; use of information resources; engaging diverse perspectives; quantitative fluency; and

communication fluency. Engaging diverse perspectives is an area we underscore in our outcomes. Part of the sociological knowledge base is to consider multiple perspectives and various layers of social issues. We believe that our outcomes reflect this already so this was an area we felt did not need additional attention.

- SPECIALIZED KNOWLEDGE: Students learn how to practice and learn deeply, in order to achieve mastery of competencies and knowledge. While knowledge and skills are acquired in a specialized field or area of study, students learn mastery skills as different from learning for broad or general understanding. The specialized knowledge we felt students could best take away from Sociology is the analysis of institutions as operational pieces in society. This is a macro level of specialized knowledge that is a challenge for students who come with a micro level experience of the world and communities around them. We reframed some of our outcomes to reflect the importance of specialized knowledge about social institutions.

- BROAD, INTEGRATIVE KNOWLEDGE: Students gain a working comprehension of the development of knowledge, practice, and interpretive approaches across the general areas of study. Competency is acquired to attain breadth of learning/liberal education competencies. This is a challenge for our program in the classroom because our college has not yet institutionalized interdisciplinary approaches to learning. We are beginning those conversations, and there are some programs and individuals on campus who implement interdisciplinary modalities. Until we can institutionalize and broaden the opportunities for cross-disciplinary collaborations, it is difficult to implement and assess broad, integrative knowledge outcomes.

Mapping the Sociology AA-T degree student learning outcomes to the DQP allowed faculty to establish a clearer identity and direction for the department's programs and curriculum. This clearer identity is assisting the department in positioning itself for the changing dynamics of higher education and the employment needs of students. Other related department projects which have been identified include an interdisciplinary approach to learning, and an emphasis in service and experiential learning. The MiraCosta Sociology Department vision is that its program will be enhanced in its ability to help students with not just the sociological framework of seeing the world but also with specific skills and tools to explore and implement those frameworks in real world settings.

Revisions to Student Learning Outcomes

In order to effect immediate change, the department focused on course student learning outcomes in Soc 101, Introduction to Sociology, and in Soc 102, Social Problems. These two courses are taken by all students beginning the degree program of student, and they also serve as general education courses for MiraCosta College. The existing course level outcomes for both courses were rewritten, and additional outcomes were added.

These are the course SLOs that were amended to reflect alignment with the DQP categories:

SOC 101 Introduction to Sociology SLOs

BEFORE	AFTER DQP ALIGNMENT
1. The student will be able to apply the sociological imagination to a specific social issue.	1. The student will apply the sociological imagination through a written assessment using information resources to demonstrate a capacity to perceive a social issue from different points of reference. (intellectual skills)
2. The student will interpret how a specific social concept is understood from a sociological perspective.	2. The student will be able to analyze a specific social concept as it pertains to the operation of social institutions. (specialized knowledge)
3. The student will distinguish different major sociological theories which explain social behavior.	3. The student will distinguish different major sociological theories which explain social behavior in a written assessment. (intellectual skills)

SOC 102 Social Problems SLOs

BEFORE	AFTER DQP ALIGNMENT
1. The student will evaluate specific conditions and behaviors that define a social problem in society.	1. The student will evaluate specific conditions and behaviors that define social, environmental, and economic challenges at local, national, and global levels. (civic learning)
2. The student will apply specific sociological theories to explain social problems.	2. The student will use sociological theories in an experiential learning assignment that addresses a social challenge at a local, national, or global level. (experiential learning, civic learning)
3. The student will assess different methods for dealing with or solving social problems.	3. The student will create a plan that attempts to solve a social or socioeconomic challenge. The plan will include methods for implementation and will focus on social institution(s). (civic learning, specialized knowledge)

The mapping for this project began with course SLOs, which were implemented immediately. Program student learning outcomes are addressed every three years within departments at MiraCosta

College. The DQP-aligned course student learning outcomes will be used to rewrite Sociology degree program student learning outcomes in fall 2015 and assessment will begin Spring 2016.

The sociology department presented its updated course student learning outcomes to the SLO Committee (SLOAC) spring 2014. The department will follow up with another update to SLOAC when the program student learning outcomes are rewritten and assessed next school year.

Assessment of Students and Graduates

The MiraCosta College Sociology Department revised key assignments to ensure the ability to assess the student learning outcomes. Here are three examples:

Social Problem and Campaign Analysis Writing Assignment
(specialized knowledge)

1. Pick a social problem discussed in your textbook (if you want to do a topic not covered in your textbook, please consult with me first). The goal of this writing assignment is to discuss the key issues of a social problem and then to critically assess the effectiveness of various existing social organizations and/or their campaigns aimed at addressing the social problem. You must interview at least one person who works for the organization.

2. Write a 1500-2000 word essay to include the following:

(a) Introduction – summary of the key issues related to your topic (why is this a social problem, why is it important to discuss). Include background information, statistics, research studies, news reports, etc. so that the audience can understand the significance of the issue. Sources must include articles in your textbook and a minimum of 3 academic research articles.

(b) Body – an analysis of the issue using sociological concepts and theories to set the context of the organizations and/or campaigns you will critique. Which theory(ies) best describes the perspective of the organizations and/or campaigns? Which concepts and/or theories help frame *your own analysis* of the issue?

(c) Conclusion – What is the effectiveness of the organizations and/or campaigns? What are the elements of the organizations and/or campaigns that make them effective or ineffective? What are they doing well? What ways could they improve? Of the organizations and/or campaigns you reviewed, which one(s) do you think are most effective? What can we do to contribute to the organizations' work or the campaigns you believe are the most effective?

3. Prepare a 5-7 minute presentation of your findings. You will have a choice to do a traditional presentation in front of the classroom or a conference style presentation that will require a poster board product. We will discuss these in detail, and I will provide guidance through examples.

Service Learning Assignment
(Civic learning and applied learning)

- Be sure that you have submitted the Service Learning form (white) from the service learning packet.
- Be sure you have turned in the pink time sheet demonstrating you have completed 15 hours (in order to receive your certificate.
- Turn in **TWO** hard copy of this assessment to me (one for me to grade, and the other to submit to Carol Wilkinson for publication).

Your final assessment should be in essay format, double spaced, and well organized. Please address the following:

1) Introduce the organization you served -Who are they? What do they do? Why is the service needed? Who do they help? What are the goals of the organization? Barriers to success?

2) A summary of what you did- How was your time spent at the organization? Who did you interact with?

3) How did the service experience connect to the course material? How did this experience help shape your understanding of the social problem? How is this problem assessed at each of the following levels: a) local b) state c) national d) global

4) Personal thoughts on the overall experience- Was it worthwhile? What was gained (or not gained)? Personal reflections?

Student Research Symposium
Theme, Year One: Racial Justice
(applied learning- doing the work of sociology)

In addition to course assignments, the department organized its first student symposium in December 2014 which allowed students to showcase research projects done in their course. The theme of the first symposium was Racial Justice. Topics were chosen based on their alignments with the course SLOs and the direction of the DQP. The following topics were presented at the inaugural event:

- "A Web of Racism: Politics, Law, Disenfranchisement and Parenting" by Matthew Holmes
- "The Historic Legacy of Economic Inequality" by Jorge Piché
- "Christian Privilege" by Naweed Tahmas
- "Interracial Relationships and Interracial Parenting" by Amani Mack
- "The Truth about the Black Panther Party" by Richard Katz
- "Valuing Bilingualism" by Carolina Chavez
- "The Contributions of Chicanas and Chicana Feminists within the Chicano Movement and Community" by Elizabeth O'Loughlin
- "Chicano Empowerment through Education" by Luis Arguelles
- "Low-income Neighborhoods' Effect Mexican-Americans" by Jaime Lazcano on Outdoor Recreation" by Alfredo Hernandez
- "The effects of Skin Phenotypes and Racial Microaggressions on Educational Attainment for Mexican-Americans" by Jaime Lazcano

Photo from Sociology Department's Student Research Symposium

Department faculty learned from this experience that they can use the DQP aligned outcomes to help students go beyond *understanding* sociology to *actually doing* sociology. Having students be active in the tasks of what sociologists do is a new way of thinking for the department. The DQP was helpful in moving the sociology discipline in a new direction. Knowledge is no longer limited to thinking and demonstrating knowledge through exams or essays. Knowledge and learning is being facilitated in ways that allow students to *be sociologists*.

The Sociology Department also adopted a method for assessing its Sociology AA-T degree graduates. Using Admissions and Records assistance to find program completers, the department sent invitations to degree recipients for a campus event celebrating Sociology AA graduates. The event included pizza, cake, celebration of student accomplishments, and- administration of an assessment. The faculty found this was an effective way to get information from students about the program. For the next campus event, the Sociology Department will weave into its assessment the learning outcomes added to the program from the DQP project.

Future Plans
The Sociology Department has dedicated its next retreat to revising the student learning outcomes for the remaining courses in the degree program of study. Work on the program learning outcomes will be undertaken in the 2015-2016 academic year.

The MiraCosta College SLOAC committee was quite impressed with the Sociology Department's presentation about the DQP mapping and its results. The committee is discussing how DQP mapping can be expanded to other degrees and programs on campus.

RETHINKING INSTITUTIONAL LEARNING OUTCOMES
Grossmont College

Grossmont College used the DQP to look at course-level SLOs through the lens of its General Education/Institutional Learning Outcomes. The purpose was to identify relevant and high quality assessments across multiple courses. The college developed a unique model that describes a framework for essential learning which supports the DQP areas of learning. Together, these hold up the college's mission.

DQP Project Components

General Education/Institutional Student Learning Outcomes and assessment

Project Contacts

Chris Hill, chris.hill@gcccd.edu
Angela Feres, angela.feres@gcccd.edu

Project Team

SLO Coordinator   Curriculum Faculty Co-Chair
Academic Senate President   Instructional Dean
Dean, Planning and Institutional   College President
Effectiveness

Institutional Learning

∆   While original student learning outcomes work had begun at the course level,
    learning outcomes are now being rethought, beginning from the college level.
∆   A multiple measure approach to assessment makes sense for college-wide outcomes.

Key Project Results

∆   Creation of a Framework for Essential Learning to inform student learning outcomes across
    the college and to support the college mission.
∆   Definition, within the Framework, of which learning outcomes can be attained by all
    students at the college, and which are intended for certificate and degree completers.

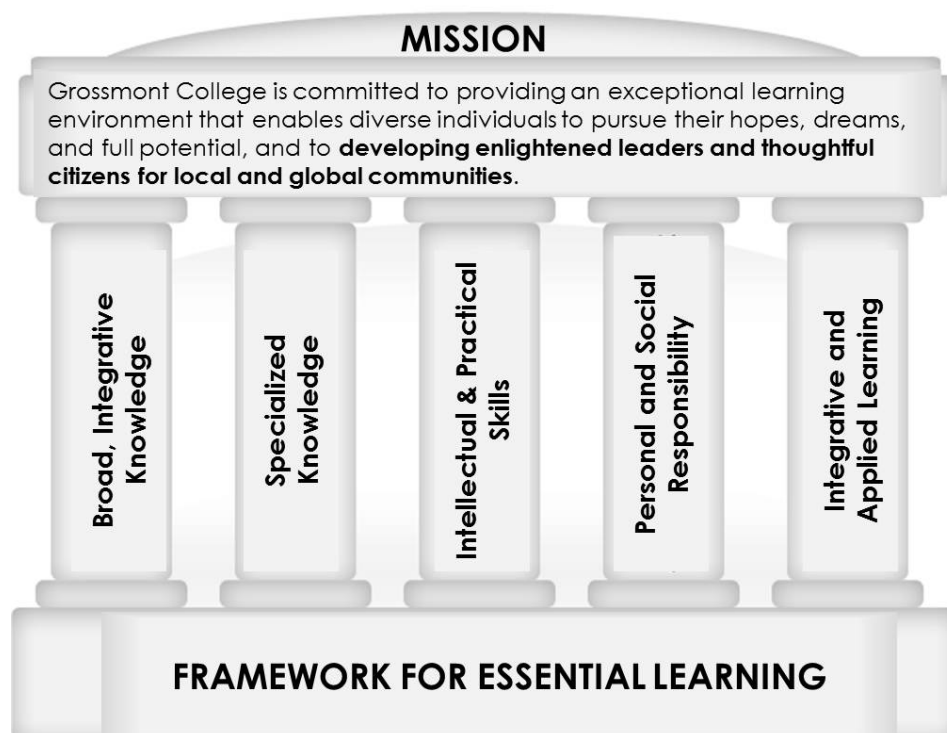**About Grossmont College**

President: Tim Flood
Location: 8800 Grossmont College Dr., El Cajon, CA 92020
Website: www.grossmont.edu
Status: Public Community College
System: Grossmont-Cuyamaca Community College District
Enrollment: 17,948

Project Description

Grossmont College has been involved in student learning outcomes assessment for years. As a part of its work, GC had developed a model with eight general education/institutional student learning outcomes (GE/ISLO) areas. The learning outcomes in these areas were very detailed, complex-- and thus, very difficult to assess.

GC had undertaken several approaches to address the assessment of the general education/ institutional student learning outcomes. Among them were: workshops for faculty to analyze course-level data, which had been mapped to program and GE/ISLO, to assess student attainment of the GE/ISLOs; use of a one-book, one-semester, whole-campus interdisciplinary approach to assessing particular outcomes identified with the readings, along with events, common assignments, and student surveys; initiating Faculty Inquiry Groups to assess particular GE/ISLOs across multiple sections of classes; and, starting in 2013, surveying graduating students about their attainment of student learning outcomes. All of these approaches were effective at some level, but it was difficult to scale involvement to the entire college.

The GC project goal was to use the DQP and associated resources to reassess the GE/ISLOs and refine them by identifying general education core competencies, and to develop effective, scalable methods for assessing those competencies across all program and general education areas. The project task force began its conversations in fall, 2013, and over the next six months developed a "Framework for Essential Learning." This was vetted at the annual college planning forum, and then revised, before circulating it for endorsement by various committees, the College Council, the Deans, President's Cabinet, and the Academic Senate.

MISSION

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to **developing enlightened leaders and thoughtful citizens for local and global communities**.

Broad, Integrative Knowledge

Specialized Knowledge

Intellectual & Practical Skills

Personal and Social Responsibility

Integrative and Applied Learning

FRAMEWORK FOR ESSENTIAL LEARNING

The approved framework outlines the knowledge, skills, abilities, and habits of mind that a student has attained as a result of his or her engagement in the college learning experience. The framework supports the college mission:

> Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.

The components of the Framework include elements that will be achieved by students completing programs of study for degrees (broad, integrative knowledge, specialized knowledge) and certificates (specialized knowledge), and also elements that should be developed and attained across any course or educational experience at the college (intellectual and practical skills, personal and social responsibility, integrative and applied learning). This framework is intended to integrate with SLO practice in courses, and with the student success initiative (the new GC pathways experience).

Update since initial project concluded

Grossmont College has identified next steps to be undertaken through its "SLO 2.0," which began this year. GC is rethinking learning outcomes at all levels, working backward from the Framework level through programs and courses, and making necessary adjustments in course and program learning outcomes. In addition, GC is reviewing, re-designing, and deploying multiple measures for assessment across all levels, using common rubrics at a larger scale and broadly across the various levels of student learning outcomes at the college.

This work is seen as building upon the efforts of the SLO pioneers at GC, bringing their vision and that of the succeeding practitioners to fruition for the benefit of all students at Grossmont College.

GROSSMONT COLLEGE FRAMEWORK FOR ESSENTIAL LEARNING

Integrative and Applied Learning
(Synthesis and advanced application of general and specialized knowledge, as well as skills and responsibilities, to new settings and complex problems.)

Knowledge of Human Cultures and the Physical and Natural World

Broad, Integrative Knowledge
Involves students (through general education courses) in the practices of core fields ranging from the physical and social sciences through humanities and the arts. Encourages the creative integration of such knowledge with students' specialized interests.

Specialized Knowledge
Involves a discipline-specific (major) field of study in which a student exhibit increasing levels of mastery of core theories and practices, as well as terminology.

Intellectual and Practical Skills
(Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance)
- Communication (written and oral) fluency
- Use of information resources
- Quantitative and analytical literacy
- Critical and creative inquiry
- Teamwork and problem solving

Personal and Social Responsibility
(Anchored by engaging with diverse communities and real-world challenges)
1. Productive citizenry (civic knowledge and engagement)
2. Intercultural knowledge and competence
3. Ethical reasoning and action
4. Foundations and skills for lifelong learning

DQP ALIGNMENT PROJECT
Cerritos College

Cerritos College examined how its career-technical programs and degree-transfer programs aligned with the DQP outcomes, using the Cosmetology and Political Science programs. The alignment efforts were used to identify gaps in institutional learning outcomes and general education, as well as in the degree discipline SLOs, and to create course-taking pathways for students.

DQP Project Components

       Cosmetology, A.A. Degree
       Political Science, AA-T Degree

Project Contacts

       Frank Mixson, fmixson@cerritos.edu

Project Team

       SLO Coordinator
       Department Faculty
       Dean

Institutional Learning

△ While statements of competency can be similar across institutions and models, the specific outcomes may not be the same. The DQP provided an effective tool for evaluating gaps in learning and competencies as they are assessed.
△ Effective building of course-taking pathways in a degree program, through both the discipline-specific and general education components, may not fully address program expectations or student learning needs without the related mapping of outcomes to identify any areas of learning which are not addressed.

Key Project Results

△ Identification of needed revisions to institutional and general education student learning outcomes and/or competencies, to assure that the area of applied learning focuses on applying academic learning to work experience and vice versa, to add as an outcome the effective use of information resources, and to add concepts related to integration of knowledge across the breadth requirements.
△ Creation of, evaluation, and refinement of course-taking pathways through the discipline and through general education in the Political Science and Cosmetology degree programs of study.

About Cerritos College

President: Linda Lacy
Location: 11110 Alondra Blvd., Norwalk, CA 90650
Website: www.cerritos.edu
Status: Public Community College
Enrollment: 21,302

Project Description

The Cerritos College Political Science and Cosmetology departments explored the efficacy of the DQP Outcomes in assessing Institutional and Degree Outcomes. The college used the DQP to explore two important questions:

- How do GE and Institutional SLOs align to the DQP outcomes?
- How do a CTE degree program and an AA degree/Transfer program align to the DQP outcomes?

The college began by exploring the GE and Institutional SLOs. The table below illustrates the alignment of GE and Institutional Competencies to the DQP:

Cerritos College	Degree Qualification Profile
Independent Learner Competency	Applied Learning
Personal Responsibility Competency	+1
Global Awareness Competency	Engaging Diverse Perspectives
Civic Responsibility Competency	Civic Learning
Critical Thinking Competency	IS: Analytic Inquiry/ Use of Info Resources
Oral and Written Communication	IS: Communication Fluency / Use of Info Resources
Quantitative Competency	IS: Quantitative Fluency
Breath of Knowledge Competency	Broad, Integrative Knowledge
Certificate and Degree SLOs	Specialized Knowledge

The college's competencies aligned well to the DQP, including the +1 (college-specific) competency, which the college defined as Personal Responsibility. Yet while the competencies were similar, the specific outcomes were not. For instance, in the area of applied learning, Cerritos College focused on college skills rather than applying academic learning to work experience and vice versa. Also, in the area of Use of Information Resources, the college distributed the outcomes across the Critical Thinking and Oral and Written Communication competencies rather than identifying Information

Resources as a specific competency. Finally, in the area of broad, integrative knowledge, the college was broad but was not integrative.

Cerritos College has organized four Institutional Competencies that it intends all students to achieve, irrespective of whether they receive a certificate or degree or transfer. The college also has four GE Competencies that it intends all degree and transfer students to achieve. Finally, the college has four CTE competencies that intends all certificate students to achieve. The college aligned its GE and Institutional Competencies to the DQP outcomes, and as a result of the analysis, concluded that the college would need to revise some of its competencies in order to fully align with the DQP.

For the next step of the project, Cerritos College examined how well department courses aligned to the five key areas of learning in the DQP. The college aligned the Political Science department as an AA degree/Transfer program and Cosmetology as a career AA program. The table below visually represents the results of mapping Political Science courses to the DQP:

What became readily apparent in the grid is that the Political Science courses cover some of the outcomes well and leave others untouched.

The following table provides a glimpse of the mapping of the Cosmetology courses to the DQP:

This revealed even more stark gaps in addressing the outcomes. The analysis of the mapping suggested the following gaps in addressing the DQP outcomes:

- Political Science and Cosmetology do not adequately address Civic Learning
- Political Science and Cosmetology do not address Communication Fluency
- Political Science and Cosmetology do not address Quantitative Fluency
- Cosmetology does not address Engaging Diverse Perspectives

In an attempt to fill in these gaps, the faculty created pathways with General Education courses that would address the DQP outcomes and complement the major. As an example, they selected courses from various GE categories, including anthropology and psychology, biology and geography, and humanities and philosophies. The results of these pathways were, however, mixed.

The table below represents the political science pathway, which, with the addition of the selected general education courses, addressed a substantial number of the outcomes, but still not all:

The department learned that with further refinement of discipline-specific outcomes, and revisiting portions of the general education pathway, this degree program would address all of the key areas of learning and competency.

The table below represents the initial Cosmetology pathway, with general education courses added:

As is apparent from scanning the chart, the combined discipline and general education course pathway still did not address a significant number of the outcomes. To ensure their students achieved the necessary competencies, the Cosmetology department learned that it needed to revise the general education courses in its pathway, focusing on the student learning outcomes.

Based on the process, the college concluded that:

- The DQP is useful in detecting holes in Institutional and General Education SLOs.
- The DQP is useful in constructing meaningful pathways in which general education requirements complement major requirements.
- The DQP is useful in assessing the quality of degree and certificate SLOs.

After this project and following a recent accreditation visit, the college has made changes to its SLO structure. In the past, the college assessed learning and competencies at three levels: course, program, and institution. Now, the college has identified four levels of assessment: course, degree and certificate, general education, and institution. In addition, the college also added Information Literacy as a general education competency. The mapping process undertaken in Political Science and in Cosmetology, linked with the creation and revision of course-taking pathways through the degree, serves as a useful example to other degree programs for ensuring a comprehensive and cohesive curriculum focused on the attainment of student learning outcomes and competencies.

CREATING A MAPPING AND GAP ANALYSIS PROCESS
Sacramento City College

Sacramento City College developed a mapping and gap analysis process for review of its student learning outcomes, using an "outside in" (general education outcomes to programs and courses) and "inside out" process (aligning program outcomes to institutional and degree-level outcomes) with the DQP. The results from piloting the process with three degrees include expansion of the mapping and gap analysis for college-wide use and deeper discussions around teaching and learning at the college.

DQP Project Components

        Communication Studies AA-T Degree
        Mathematics AS-T Degree
        Psychology AA-T Degree

Project Contacts

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        Rick Woodmansee, woodmar@scc.losrios.edu
        Maria Regalado, RegalaM@scc.losrios.edu
        Mary Turner, turnerm@scc.losrios.edu

Project Team

        Faculty, Communication   Faculty, Mathematics
        Faculty, Psychology   Vice President of Instruction

Institutional Learning

- Development of a sample student education plan for a degree program, and then mapping and analyzing the student learning outcomes from courses in the student education plan, will provide insight about gaps in areas of learning and about scaffolding of learning across a degree program of study.

Key Project Results

- Creation of a mapping and gap analysis process for review of student learning outcomes in a degree program.
- Completion of a mapping and gap analysis process for degrees in Psychology, Mathematics, and Communications.
- The mapping model was used to facilitate the linkage of all types of student learning outcomes within the electronic student learning outcomes assessment reporting system, for instructional programs as well as student services programs.

Project Description

The Sacramento City College project involved creation of a process for examining and refining existing student learning outcomes. The SCC team compared its general education student learning outcomes to the five DQP areas of learning and associated student learning outcomes to determine similarities, differences, and gaps. Discipline faculty compared its degree program learning outcomes in Psychology, Communication, and Math to the DQP. The discipline faculty created sample student education plan for their degree program. The student learning outcomes from courses in that student education plan were then mapping and analyzed against the DQP framework, program level outcomes, and general education outcomes. This provided helpful insight about gaps in areas of learning and about scaffolding of learning across a degree program of study. The process resulted in addition, revision, and adjustment of degree level learning outcomes in general education and in the discipline.

The project results were presented to the SCC SLO Assessment Committee. Out of the discussions, the DQP mapping model became the starting point for a broad examination of the SCC general education learning outcomes. During Summer 2014, the SLO Assessment Committee used the college's DQP project model to examine how the General Education Learning Outcomes at SCC address each of the SCC General Education areas of learning. This work resulted in a revision of the general education outcomes to better reflect the SCC General Education areas**.** A summary of ideas for helping students achieve high success in the General Education areas was also created as a result of this assessment.

The DQP project mapping model was also used to inform the development of an electronic student learning outcomes assessment reporting system linking course level outcomes with program level outcomes, general education outcomes, and institutional learning outcomes. During the Fall, 2014, semester, the SLO Assessment Committee, with feedback from all areas of the college, completed the development, which was piloted in Spring 2015 by faculty volunteers. An SLO assessment reporter system was also put in place, in which one faculty or staff member from each program or student services area of the college became the point of contact and information for student learning outcomes assessment reporting. Each faculty or staff member serving as the SLO assessment reporter is trained or will be trained in the mapping model.

Next Steps

In student services, the DQP mapping model is now being used in the development of an electronic assessment reporting system for linking the service area outcomes to the general student service area outcomes and institutional learning outcomes. During the 2015 fall semester, the electronic system should be implemented in student services and across all of the instructional programs.

During the 2015 fall semester and 2016 spring semester, faculty and student services volunteers will begin mapping course student learning outcomes to program learning outcomes across Instruction. Student services SLO assessment reporters will also begin mapping Student Services Area Learning Outcomes to the Student Services General Learning Outcomes. The mapping activities will follow the model used for the DQP project.

During 2016 fall semester, the final step in the college-wide student learning outcomes mapping project will be applying the DQP mapping process to analyze and link the General Education Learning Outcomes and the Student Services Learning Outcomes to the SCC Institutional Student Learning Outcomes, which encompass all students and involve the entire college.

This process of continuous quality improvement in student learning outcomes practice allows all faculty to be involved in the assessment of learning and analysis of the results at every level of the college, and includes student services professionals in SCC efforts to increase student learning.

**USING THE DQP TO FURTHER DEVELOP A SUSTAINABILITY THEME
IN THE DESIGN TECHNOLOGY PATHWAY**
Pasadena City College

Pasadena City College's project looked at the use of a theme—sustainability—as a cross-cutting element in their engineering and technology programs, and for honing degree-level outcomes using the DQP. The effort involved creation of a first-year experience, project-based learning, and deep conversations about stackable certificates marking steps along the pathway to the degree.

DQP Project Components

Design Technology Pathway leading to A.A. degrees
Stackable certificates: CAD Designer in Architecture, Engineering and Construction
                                        CAD Technician in Mechanical and Manufacturing certificate
                                        Certificate of Achievement in Sustainable Technology

Project Contacts

        Deborah A. Bird, dabird@pasadena.edu
        Kathleen J. Scott, kjscott@pasadena.edu
        Salomon G. Davila, sgdavila@pasadena.edu

Project Team

        Design Technology Faculty Co-Director   CTE Faculty
        Science Faculty   Distance Education Faculty
        Design and Technology Faculty   Counselor
        Career and Technology Dean   Associate VP of Academic Affairs

Institutional Learning

    ∆   Building stackable certificates from the first level through to the associate degree can help
        create clear and cohesive pathways to degree without abrupt transitions from one level to the
        next.
    ∆   A thematic focus can connect courses across all levels of a course of study, both for students
        and for faculty.
    ∆   The DQP areas of learning provided a framework for clearly articulating program-level
        outcomes based upon the design methodology common across several disciplines.

Key Project Results

    ∆   Creation at the college of several new courses and a pathway of stackable certificates that will
        build toward an Associate Degree in Sustainability.
    ∆   Implementation of student assignments and activities within the theme of sustainability that
        demonstrate attainment of learning outcomes across several disciplines.
    ∆   Articulation of program-level outcomes that correlate with the design methodology (the
        discipline practice) of several fields and which include all areas of learning within the DQP
        framework for degrees.

About Pasadena City College	
President:	Robert Miller
Location:	1570 E. Colorado Blvd., Pasadena, CA 91106
Website:	www.pasadena.edu
Status:	Public Community College
Enrollment:	25,630

Project Description

Pasadena City College's project began out of an interest in the relationship of the Degree Qualifications Profile to the ABET Commission (Accreditation Board for Engineering and Technology) and their application to the Design Technology Pathway currently under development within the college. The goal was to use the DQP as a framework to guide the development of new curriculum for stackable certificates in sustainable technology, then to build up the profile to phase in Natural Sciences and General Education for Associates degrees in sustainability.

The goal was aligned to both labor market information for sustainability knowledge and skills across a range of industry and credentialing levels and to the Pasadena City College Educational Master Plan. Item H4 of that plan reads:

> Create academic programs that train students in broad areas of sustainability, including, but not limited to: alternative energy development, sciences related to climate change, and career tech programs.

The goal also offered specific opportunities to employ the strengths of the DQP model which advocates for applied learning, civic engagement and a range of broad and specialized knowledge and intellectual skills within degree programs. The outcomes were particularly relevant to several key issues facing students transitioning into the community college system, i.e., widespread placement into remedial math and English, low completion rates, uninformed career choices and educational plans, and a lack of information regarding students' post-secondary employment.

The DQP was introduced through the Design Technology Pathway, a career pathway then in its second year of development. The pathway featured remedial math and English contextualized to design (engineering, architecture, art, design) courses, intrusive student support services, project-based learning, and a college readiness course. Sustainability was the organizing idea for the work.

Focusing on high tech careers in industries such as advanced manufacturing, rapid prototyping, construction and automated production that are increasingly responsive to environmental concerns, material efficiency, and the need for transferable skills for rapidly evolving technologies made Design Technology an excellent fit for the DQP Learning Outcomes. The challenges of rapid growth in sustainable technology require students to develop both broad integrative knowledge (principles and concepts across multiple disciplines) and specialized knowledge (new technologies and methodologies), while simultaneously evaluating and making critical judgments about

appropriate and optimal resource use (intellectual skills) and recommending specific solutions to real world problems (applied learning), all in the service of community (civic learning).

Curriculum redesign began with the revision of two Occupational Skills Certificate programs to embed sustainability throughout the curriculum and to add a Sustainable Technologies course (DT110) which was developed in alignment with the DQP. Both programs, CAD Designer in Architecture, Engineering and Construction and CAD Technician in Mechanical and Manufacturing are currently offered; the new Sustainable Technologies course was offered for the first time in Spring 2015. A Certificate of Achievement in Sustainable Technology is in the process of curriculum approval and includes an Emerging Applied Technologies course approved in Fall 2014. These certificates would tie together coursework leading to an Associate of Science Degree in Sustainability.

The project work of building a degree from the course level up, using existing and new courses, resulted in the creation of a coherent pathway from basic skills level math and English through stackable certificates to the associate degree, with all courses unified by the program-level outcomes associated with the sustainability theme.

STACKABLE CERTIFICATES/DEGREE IN DESIGN TECHNOLOGY / SUSTAINABLE TECHNOLOGY / SUSTAINABILITY

HS TRANSITION	COLLEGE + CAREER READINESS	INTRO TO DESIGN TECH	CAD DESIGN / SUSTAINABLE TECH		AS SUSTAINABILITY	
SEMESTER 0	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
HS ACADEMY	DT 100	DT8A/17	DT8B/118	DT8C/114	ANTHRO 1	LANGUAGE
INFO SESSION	COLLEGE 1/BUS 120	SPEECH 1	DT 110	PHYSSC2	DIVERSITY	ARTS
DESIGN JAM	ENGLISH 100	ENGLISH 1A	ENVSC 1	TECHNOLOGY + SOCIETY	HUMANITIES	KINESIOLOGY
MATH PREP	MATH 125/TECH 107A	MATH 131	STATS 50	PLANTS + PEOPLE	PSYCH	POLISCI

The main adaptation of the DQP in the creation of program and course learning outcomes was the distillation of the five DQP outcomes into three outcomes that work across multiple disciplines (such as engineering, technology, and design) and can be interpreted as a holistic problem solving process (Design Thinking, Scientific Method, and Critical Theory). These outcomes can be applied at each course level and built up from introductory to capstone competency. This modification facilitated a broad conversation across disciplines and attracted an interdisciplinary team (Engineering, Technology, Natural Sciences, Social Sciences, Counseling, Distance Education, Communications and Media) committed to develop higher-level curriculum development at the Associate Degree Level.

The collaboration yielded the following program outcomes for the Associates Degree which address the principles of Design Thinking, Scientific Method, and Critical Theory in sustainability:

1   *Evaluate approaches to sustainability problems from multiple perspectives.*
    This outcome involves the design methodology of evaluating the problem, and entails these DQP degree-level areas of learning: Specialized Knowledge; Broad, Integrative Knowledge; Intellectual Skills.

2   *Apply principles of sustainability to solve real world local and global problems.*
    This second outcome involves the design methodology of applying discipline principles to the problem, and entails the DQP degree-level areas of learning of: Intellectual Skills; Applied Learning; Civic Learning.

3   *Communicate sustainability solutions and insights learned using audience appropriate techniques.* This last outcome involves the design methodology of resolving and communicating the design process, and entails the DQP areas of Intellectual Skills, Applied Learning, and Civic Learning.

This approach to degree development was consistent with the existing practice that had helped Pasadena City College lead California community colleges in interdisciplinary degrees awarded. However, the project proposed a greater level of intentionality in the development of the degree. The project enhancement was to link all courses, both technical and general education, into a thematically unified program of study employing an organized course sequence towards stackable certificates, degree and transfer.

To establish the feasibility of the proposal, the interdisciplinary team worked with Counselor Myriam Altounji to develop a six-semester course of study, in which every course could be themed for sustainability. The team envisioned a system of notation (a green leaf logo) to use in the course catalog and schedule to identify sections specifically themed for the sustainability in content and career development. Fortunately, many courses were already taught using themes for environmental issues, social justice and civic engagement (service learning), so they were able to be adapted for the sustainability theme with relatively little modification.

Students demonstrate the power of Broad, Integrative Knowledge, Applied Learning, and Intellectual skills in a video about the Design Technology Pathway found at: https://www.youtube.com/watch?v=2mw_etUg7IU.

Faculty across disciplines worked together to create integrated projects within the sustainability theme. One integrated project, developed by Faculty Lead Sandy Lee, has students work in pairs to research cultural, historical and scientific concepts of light to inform the development of a proposal for a mass produced, sustainable lighting product. The students research and document the process for English, calculate material efficiency, marketing, shipping, and production metrics for quantitative literacy requirements, and present the work in a public forum as a Speech requirement. The work is produced using state of the art digital design and prototyping technologies and is documented through printed and web based materials which form part of the presentation and the students' e-portfolios.

The photo, below, shows first year Design Technology Students Natasha Zahn and Stephanie Huerto testing their prototype pendant lamp.

Activities related to sustainability went beyond the classroom to include clubs and work experience projects as well, so that student learning outcomes could be developed and demonstrated in creative ways through student initiative and work-based application.

Lead Sustainability Faculty, Sandy Lee (right), works with USGBC club members to develop temporary partitions from recycled materials. Watch a video about the project at https://www.youtube.com/watch?v=D4Cy6NHNjic.

In a work experience project coordinated with Los Angeles Unified School District and Joan Horvath of Deezmaker 3D Printing, a PCC student team designed, prototyped and produced a 3D printed campus map for visually impaired students. The map, now in use, demonstrates the synthesis of DQP outcomes in an original research project at the community college level. This project was successfully presented at the 2015 CSUN International Disability Conference. Students are also working on 3D printed teaching materials for visually impaired chemistry and biology students. The student video can be seen at https://www.youtube.com/watch?v=d-G1K3S5UlY.

Outcomes and Lessons Learned

The DQP is a valuable tool to prompt deeper thinking about the nature and value of learning outcomes and their potential to link disciplines around solving real world problems of human need. The flexibility and generality of the model makes it highly adaptable and easily communicated. The strength of the DQP as an independent system that acknowledges the essential qualities of life long learning, along with a structured learning framework, creates a common currency across disciplines and institutions that deepens educational engagement by both faculty and students alike.

As a process, the DQP provides a clear roadmap from course and program outcomes to the development of rigorous, authentic assessments, which increase the validity and transferability of stackable credentials from certificates to degrees and transfer into baccalaureate degree programs. Most importantly, students engaged in DQP aligned courses are more engaged, more successful and more focused on long-term learning and career development.

Consensus formed within the working group that the learning outcomes suggested in the DQP for the Associate Degree did not fully capture the higher-level outcomes that students are expected to achieve in the engineering and technology degree courses of study at PCC. Participating faculty found that the integration of original research, community-based projects, and active collaboration on complex and challenging problems and projects, conformed more closely to suggested outcomes in the baccalaureate profile. The PCC programs have been able to effectively articulate mastery of certain skills and knowledge at the associate degree level.

The DQP does not address CTE as a separate level, so the PCC team assumed the integration of career and technical programs with general education outcomes in its project. This ended up working well for the PCC project. The team concluded that it is essential that the development of Career Certificate Outcomes include outcomes consistent with the rigor of a Career Pathway degree, including integrated academics, transferable skills development and work-based learning. This, then, facilitates the movement of students from the first-level certificates through to completion of a degree, and also prepares them for successful transfer.
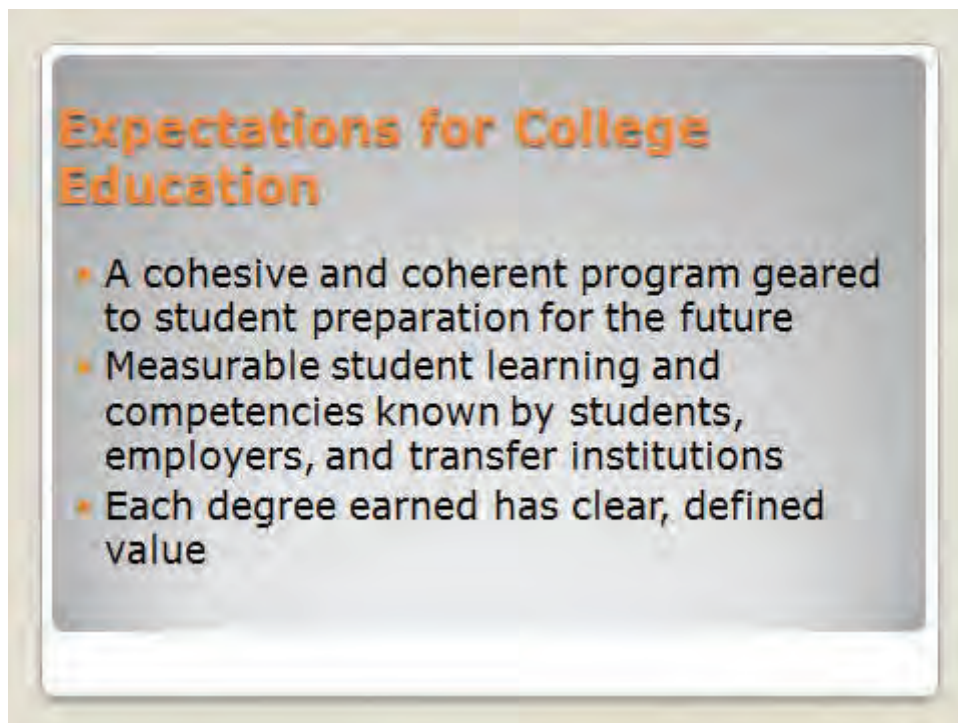
As Career Pathways are under development with Pasadena area high school districts, the PCC team has concluded that the Common Core, Linked Learning (10 Academies active in Pasadena Unified) and the PUSD High School Graduate Degree Profile must be aligned with the DQP. This will be manageable, as the DQP is compatible with these programs. The community of practice will be able to build toward compatible outcomes, assessments and a commitment to

student success beyond the classroom. The eventual introduction of baccalaureate degrees at the community college could also benefit from the DQP as it facilitates mapping between expectations of curriculum, faculty and students across a continuum rather than as an abrupt transition from one level to the next.

As with all projects working across disciplines and programs, coordination has been challenging. The DQP has the potential to systematize all curriculum development by clearly articulating standards and processes. The result could be the creation of completely new types of certification and interdisciplinary degrees through extensive mapping, but the PCC team says: "We are not there yet!" The following items are anticipated for Summer and Fall 2015:

- Professional Learning for Curriculum and Instruction Committee Chairs and Members
- Develop and propose a Sustainability Approval Review Process for qualifying courses
- Faculty retreat for curriculum development, authentic assessment and community of practice

Overall, the PCC team members report that their participation in the DQP project has been rewarding and the team is committed to carrying on the work to bring the Associate's Degree in Sustainability to completion, engaging in the DQP project for Career and Technical Certificates and creating seamless pathways from K-12 to post-secondary education and career.

Expectations for College Education

- A cohesive and coherent program geared to student preparation for the future
- Measurable student learning and competencies known by students, employers, and transfer institutions
- Each degree earned has clear, defined value

DESIGNING A CONTINUUM FROM INSTITUTIONAL LEARNING OUTCOMES TO GENERAL EDUCATION LEARNING OUTCOMES
Santa Rosa Junior College

Santa Rosa Junior College began its work with goal of identifying General Education outcomes separate from the existing Institutional Learning Outcomes. They were motivated by an upcoming accreditation visit and a newspaper article quoting a student that "College is not worth it." SRJC was able to place their college's SLO work into a national context using the DQP, and to articulate for students, college constituents, and the public, the value of their degrees.

DQP Project Components

General Education component across all degrees

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Project Team

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SLO Coordinator, Earth and Space Science Faculty
Dean of Liberal Arts and Sciences
Director of Institutional Research

Institutional Learning

Δ Alignment of general education student learning outcomes with institutional student learning outcomes, in similar areas of learning, can create opportunities for the same assessment tools to be used for both, and for greater analysis of assessment results across programs and students.

Key Project Results

Δ Creation of a comprehensive set of General Education Student Learning Outcomes.
Δ Alignment of the general education outcomes, for degree and transfer students, with institutional student learning outcomes, for all students at the college, to demonstrate different levels of skill and competency acquisition within similar areas of learning.

Project Description

Santa Rosa Junior College explored its General Education component, which is an important required component of all associate degrees awarded at the college. Using the DQP framework, the project was focused on identifying student learning outcomes in General Education, for degree and transfer students, and then cross-walking those outcomes to the existing Institutional Student Learning Outcomes, which apply to all students at SRJC. That cross-walk demonstrated how the level of skill and competency expected for all students will differ for students completing a comprehensive two-year program of study in the same area of learning. Some additional categories of Institutional Student Learning Outcomes are being considered, to fully align with the newly developed General Education Student Learning Outcomes.

In developing the student learning outcomes for general education, the team considered how general education courses work with the major requirements to achieve student preparedness for transfer or graduation. The project culminated in the Academic Senate approving the new General Education outcomes, and those are posted on the Student Learning Outcomes website for students and the general public: http://slo.santarosa.edu/general-education-learning-outcomes

Santa Rosa Junior College General Education SLOs and Institutional SLOs

Outcomes for All Students (Institutional SLOs)	Outcomes for Degree and Transfer Students (General Education SLOs)
Foundational Skills Read and write at the college level	**Written Communication** Area A: English Composition Present substantially error-free prose in both argumentative and narrative forms to identified audiences.

Communication	Oral Communication
• Listen actively and respectfully • Speak coherently and effectively	Area B1: Communications Listen actively; speak coherently and effectively; and practice respectful interpersonal and intercultural communication.
Proposed: Quantitative Fluency Perform mathematical operations	**Quantitative Fluency** Area B2: Analytical Thinking Apply accurate calculations and symbolic operations in his/her specific field of study or in interpreting social and economic trends.
Creativity Creatively respond to ideas and information	**Applied Learning** Applies to all GE courses ▪ Apply academic skills and knowledge to real world situations. ▪ Utilize technology appropriate to the discipline or field of study. (Institutional SLO) ▪ Creatively respond to ideas and information
Personal Development and Management • Appreciate the value of lifelong learning • Develop self-awareness and confidence • Maintain or improve health • Manage resources, such as time and money, in order to advance personal and career goals	**Broad, Integrative Knowledge in the Natural Sciences, Social and Behavioral Sciences, and Humanities** Area C: Natural Sciences Area D: Social and Behavioral Sciences Area E: Humanities ▪ Describe how existing knowledge or practice is advanced, tested, and revised; ▪ Analyze a range of perspectives on key debates and their significance both within the field and in society; ▪ Illustrate core concepts of the field while executing analytical, practical, or creative tasks; ▪ Select and apply recognized methods of the field in interpreting discipline-based problems; and/or ▪ Assemble evidence relevant to characteristic problems in the field, describe the significance of the evidence, and use the evidence in analysis of these problems.

Responsibility Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation in order to become a productive local and global citizen.	**Civic Learning** Area F: American Institutions Demonstrate critical and reflective civic engagement and thoughtful participation in diverse local and global communities. (From new SRJC Mission statement)
Proposed: Use of Information Resources • Locate, analyze, evaluate and synthesize relevant information • Utilize Technology (a "Foundational Skill")	**Use of Information Resources** Area I, Information Literacy Locate, categorize, evaluate, and cite multiple information resources necessary to engage in projects, papers, or performance.
Intercultural Literacy and Interaction • Recognize and acknowledge individual and cultural diversity • Practice respectful interpersonal and intercultural communication • Recognize and understand the ideas and values expressed in the world's cultural traditions.	**Engaging Diverse Perspectives** Area G, American Cultures & Ethnic Studies Area H: Global Perspectives and Environmental Literacy ▪ Reflect critically on his/her own cultural background including its origins and development, assumptions, and predispositions; ▪ Use knowledge from different cultural perspectives to analyze and interpret prominent issues, ideas, and problems in politics, society, the arts, and/or global relations.
Critical Analysis • Locate, analyze, evaluate and synthesize relevant information • Draw reasonable conclusions in order to make decisions and solve problems	**Analytic Inquiry** (applies to all GE courses) Analyze, evaluate and synthesize relevant ideas and information; draw reasonable conclusions in order to make decisions and solve problems.

Note: The project also resulted in a complete mapping of California State University and University of California general education requirements, and Santa Rosa Junior College general education requirements, to the DQP and to the college's Institutional Student Learning Outcomes.

The most important project outcome for the college was the identification of General Education Student Learning Outcomes. These outcomes are now posted on the College's SLO website. Almost as important for the college's student learning outcomes practice was the project work in aligning institutional outcomes, outcomes expected of all students whether or not they seek a degree, with the new general education outcomes. The alignment of these two sets of outcomes creates a similar expectation for all students as to the areas of learning, and demonstrates the greater level of competency and skill within those areas of learning that will be achieved by students in a two-year degree or transfer program of study. The alignment provides a shared point of communication across all the programs and services involved in student learning outcomes assessment, and will allow the college to assess many of these outcomes using the same assessment tool.

Another significant impact of the project was that it contributed to the college successfully meeting the Accreditation Standards, and being able to demonstrate that effectively during the External Evaluation Team visit to Santa Rosa Junior College March 9-12, 2015.

Next Steps

The next step in Santa Rosa Junior College's process will be to incorporate the new general education student learning outcomes into the course outlines of record so that all faculty will direct their attention to meeting both the course student learning outcomes and the broader General Education Student Learning Outcomes. The project team is working with faculty to increase involvement in assessing both institutional and general education student learning outcomes across programs, and determining the effectiveness of various methods of assessment.

UNDERSTANDING THE VALUE OF A DEGREE
THROUGH CUMULATIVE LEARNING
Saddleback College

Saddleback College aligned its outcomes with the DQP, and then created signature assignments that would measure multiple competencies and areas of learning at or near the end of students' programs of study. A new signature assignment in Speech (modeled on the Ted Talk), and revised capstone project in Child Development (the Student Teaching Experience), resulted in excellent assessment information for program improvement.

DQP Project Components

      Communication Studies, A.A.-T
      Early Childhood Education, A.S.-T

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Project Team

      The Education Planning and Assessment Committee:

Program Review Coordinator	Student Learning Outcomes Coordinator
(Speech Faculty Project Lead)	(Child Development Faculty Project Lead)
Planning and Assessment Coordinator	Director of Planning, Research, and Accreditation

Institutional Learning

- ⊿ Programs which have capstone courses required prior to degree completion can more easily implement assessment of cumulative learning across institutional, program, and course student learning outcomes.
- ⊿ Programs which do not have a particular course sequence or a capstone course, will have a more difficult time assessing the depth of knowledge that students obtain from the degree program of study and the integration of that knowledge.
- ⊿ E-portfolios can be helpful in examining a student's work, but may not capture the cumulative impact of the work on the student's depth, application, and integration of learning; planning for this capability from the start is needed.

Key Project Results

- ⊿ Adoption of revised Institutional Student Learning Outcomes.
- ⊿ Revised program level and course level student learning outcomes in the Speech Communication and Child Development degree programs, and alignment with ISLOs.
- ⊿ Creation and implementation of signature assignments to assess cumulative attainment of learning in Speech Communication and in Child Development.

<u>Project Description</u>

Saddleback College's project was to improve employer, community, and student understanding of what was attained by completion of an associate degree, and to create ways in which the accumulated learning from a degree program of study could be demonstrated and assessed through signature assignments.

To begin, the project team reviewed the DQP areas of learning and associate degree level student learning outcomes. The DQP framework was found to be incorporated in Institutional Student Learning Outcomes, program learning outcomes (specialized knowledge, for example), and in some cases, course-level student learning outcomes (such as specific learning related to broad, integrative knowledge). There were areas of learning, and student learning outcomes, identified from the DQP which the team felt needed to be further integrated into Saddleback College learning outcomes.

The Saddleback College project first examined the college's Institutional Student Learning Outcomes (ISLOs) in light of the DQP. The goal was to build upon existing learning outcomes to the degree possible, as they were already designed to sit well within the culture and mission of the college. The ISLOs were rewritten as needed to incorporate all of the identified areas of learning, and were then adopted by the Academic Senate.

The program student learning outcomes within the two pilot degree programs, Speech Communication and Child Development, were then revised to align with the DQP and the revised ISLOs. The Child Development faculty found the changes they made were consistent with statewide trends in the field, and that they validated the efforts of the statewide development of California Competencies for Early Education Educators. The DQP also was useful in revising some course-level SLOs where gaps had been found.

The two pilot degree programs then worked on creation and implementation of signature assignments which could capture the cumulative learning within their degrees. In Speech Communication, two signature assignments, one modeled on the Ted Talk, were developed to address all course-level student learning outcomes which mapped to both program and institutional learning outcomes. Students were assessed using a rubric containing each of the course-level learning outcomes. Each participating student also completed a survey, to help identify influential variables, such as the number of speech courses transferred from other colleges, and relevant learning gained from courses other than speech courses, among others. The department used the

results of the initial implementation to identify possible changes in course materials, instructional design, and student learning outcomes.

The Child Development faculty reworked a practicum capstone course, The Student Teaching Experience, to include a comprehensive assignment that assessed multiple ISLOs and program learning outcomes, and application of the cumulative learning from the degree program of study. The implementation and evaluation of this assignment provided a means for the department to also see how the program supported larger institutional goals.

The project provided a framework for further development and expansion of institution-level outcomes at Saddleback College, and for revision of program-level and course-level student learning outcomes as needed.

It also enabled the project team to highlight a central problem for community colleges in being able to help faculty, students, employers, and community members to truly understand the value of associate degrees.

Future Plans

The project team would like to further institutionalize work within programs for assessing the cumulative learning and competencies gained by students during a degree program of study. In addition, it will explore ways in which to document the skills and knowledge attained by degree completers, beyond the recording of courses completed in the transcript. This will continue the steps taken to communicate the value of the degrees for students and employers.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
DEGREE QUALIFICATIONS PROFILE PROJECT (DQPP)

THE COMPLETION AGENDA— MOBILITY AS A FACTOR

- 1/4 of students are in a school different from where they were the previous fall.
- 1/3 of all students change institutions at some time before earning a degree.
- About 60% of students who transfer from community college complete at least a bachelor's degree within four years.
- For students who transfer with an AA degree, that number jumps to over 71%.

Lumina