**February 13, 2013, Video Conference Advance Questions**
**Blue Mountain Community College**

For each of the following please provide information you woul  like to share with colleagues at other Oregon DQP institutions. We ask that by February 6, 2013, you email your responses as an attachment to [DanskineM@lanecc.edu](mailto:DanskineM@lanecc.edu). Shortly thereafter al  responses will be available for public viewing o   the DQP website ([https://oregondqp.lanecc.edu/](https://oregondqp.lanecc.edu/)) i   the "Conferences" section of the "About the DQP Project" page.

1.  Although the DQP work is still in it  early stages, describe progress you may have made in clarifying, refining, or implementing your Work Plan?
    a.  BMCC did    DQP orientation and exercise at our 2012-13 professional development preservice. The exercise involved all full-time faculty members, who mapped one of their courses on the DQP spider web. This was a valuable exercise, as the faculty got a good sense of not only the DQP areas, but of how these interplay in and between courses as well as within a degree.
    b.  The college is currently development a metadata process to correlate learning assessment outcomes to DQP. With this system, analysis of success of the DQP for every degree will be available as instructors input learning outcomes data as    part of their assessmen  processes for department and institutional learning outcomes assessment.

2.  How ha  the work to date with the DQP informed your thinking on the identification and alignment of learning outcomes an   assessment of student achievement of those outcomes?
    a.  Thi  will only come with the mapping of the DQP within the assessment system metadata section, then allowing the faculty to enter assessment data for a period of time, then analyze the breadth of data as well as the success rates of learning. We are too early for this.

3.  What focus/activities for the May conference would be most helpful in working through your Work Plan?
    a.  More insight into the value of DQP a   a benchmarking process for high quality learning versus DQP as an analytical tool for assuring proper balance of the fiv   area  for a particular degree.
    b.  Ar   there any (or plans for) statewide collaborations to better focus or leverage the effort?
    c.  It seems the mapping tool, which really captures the imagination of faculty and gets them talking about and analyzing their curriculum with a new perspective, has been lost to an ungainly interface. We would like to see this tool revived and improved to be more user-friendly, or revert back to the excel spreadsheet prototype that was easy to use. Then, we would like more user training for the tool and how we can instruct our faculty in what to look for in the results.