



# **Degree Qualifications Profile**

## **Work Plan Progress Report Year One**

Blue Mountain Community College  
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## **Institutional Characteristics**

Blue Mountain Community College (BMCC) is a two-year public college with its main campus located in Pendleton, Oregon. The college was originally chartered in 1962 and now serves Baker, Morrow and Umatilla counties with four additional centers located in Hermiston, Milton-Freewater, Baker City and Boardman. Overall, the land area served by BMCC totals approximately 18,000 square miles.

Blue Mountain Community College offers courses and programs leading to a variety of associate's degrees and certificates in academic transfer and career/technical fields. The college also provides developmental and adult basic education to its communities along with workforce training and self-improvement courses. The college is a partner in community economic development, maintaining an active Small Business Development Center. BMCC also partners with the K-12 education community by entering into agreements throughout the district to grant credit for early college experiences through articulated dual credit, dual enrollment, and advanced placement proficiency-based coursework as well as accommodating high school students in traditional BMCC course settings.

BMCC served 10,661 students in 2010-2011 with a student full-time equivalency of 2,904.07. The college employs 57 full-time instructors and approximately 170 part-time instructors for any given term. The full-time faculty teaches 55 percent of the instructional workload. The BMCC electronic and distance education services are located and served from the main campus. In the Fall 2010 term, the robust distance education program offered 131 course sections with student enrollments of 1,932. This comprised 26 percent of total BMCC enrollments for that term.

# Statement of Year One Work Plan Goals and Objectives

## Institutional Objectives - Outcome to be achieved

A: Provide orientation to DQP.

Create foundational assessment structure useful for improving learning within which DQP can be employed as a tool for insightful change.

B: Create opportunities for faculty to collaborate in the use of assessment to guide improvement within and across disciplines. Incorporate student learning assessment structure within which data can be collected, reported, interpreted, and analyzed.

C: Provide orientation to faculty regarding the application of DQP in the use of data analysis within the cycle of learning assessment.

## Linkages - Related institutional initiatives/projects

A: DQP is a component of Achieving the Dream, which targets student success initiatives. BMCC is in the first year of Achieving the Dream. The expectation is that data from the DQP work will inform progress in the college student success initiatives.

B: Program, discipline and core competencies assessment projects, each of which has been in place for a number of years.

C: Accreditation and institutional strategic planning processes. Career Pathways and accelerated learning-to-career initiatives.

## Processes - How outcome will be achieved

A: Perform DQP mapping exercise with all faculty to provide insights to DQP.  
Update/create degree/discipline student learning outcomes.

B: Provide training and workshops for the development of student learning outcomes within and across disciplines as related to degrees. Provide orientation to online assessment outcomes management tool. Integrate embedded assessment links to all winter and spring term courses within the learning outcomes tool (Learning Outcomes Manager).

C: Create metadata structure within the learning outcomes management tool as an example model to demonstrate for faculty the interactions and connections of applying DQP to the discipline/program outcomes.

## Progression - Milestones and dates to achievement

A: DQP mapping exercise - Fall 2012  
Outcomes development - Winter 2013  
Data collection and analysis - Winter/Spring 2013

B: Learning Outcomes Management Repository development - Fall/Winter 2012-13  
Course linking - Winter 2013  
Student Learning Outcomes Data Input - Winter/Spring 2013

C: Create DQP metadata structures - Spring/Summer 2013  
Map a program's outcomes to DQP via the metadata process - Summer 2013  
Present this work to faculty - Fall 2013

**Responsibility - Lead person/office**

A: VP Instruction  
Faculty Assessment Lead

B: Faculty Assessment Lead

C: Faculty Assessment Lead  
VP Instruction  
Office of Instruction

## Progress to Date

BMCC began the process of orienting its faculty to the insights and value of the Degree Qualifications Profile (DQP) in the college's opening pre-service activities, which began the 2012-2013 academic year. This two-hour introduction to DQP began with an overview of the project and the goals to be accomplished at BMCC and across the state. For the second hour, faculty mapped their outcomes for one course to the DQP. This was done in a large computer lab where the Excel spreadsheet product developed by Umpqua Community College provided an effective means to see how their curriculum looked as it was mapped on the DQP spider web. Working in their departmental/discipline groups, the faculty quickly recognized that when courses within a program of study were laid on top of one another, the holistic product demonstrated a balanced course of study... or not. While the college will move to deeper and more effective ways to assess the curriculum and learning within the DQP, this was a very effective introduction to DQP for BMCC faculty.

BMCC employs an online Learning Outcomes Manager (LOM) that embeds the outcomes assessment process into the course management system. This provides complete integration of rubric-based learning outcomes assessment with online course content, assignments, communication, tests and grading. The college is steadily working towards getting all CTE Programs and AAOT Discipline outcomes updated and in the LOM. Those outcomes already in the system are being systematically evaluated by faculty and data is being collected.

One of the challenges which is turning into an opportunity is how to connect the Program and Discipline outcomes up to the DQP areas. Additionally, we are experimenting with how to incorporate the DQP standards into our Learning Outcomes Manager. Currently the Education Program is piloting the project by determining how their Program Outcomes match up to the DQP. In the experience of the faculty within that department, there is a logical correlation between our Student Learning Outcomes and the more general DQP outcomes. The DQP is entered into the LOM as metadata and the program outcomes will then be associated with the DQP. There is then, a direct route from Student Learning Outcomes at the course and program level to the DQP and all of this will be captured in the LOM. This is very exciting, as course level outcomes accomplishment will be entered into the LOM by the faculty and without further work on their part, BMCC will be able to extract data at the course, program, degree, department, division, institutional, and DQP levels.

To this point, BMCC has developed the input/output system for applying a robust outcomes data set to DQP. We are currently piloting this system with our education department. We will then present the results, which we have already collected and can now report under the DQP metric, to the college academic community.

BMCC is fortunate to have high levels of support in the development and use of the Learning Outcomes Manager. With this support, we are confident that we can accomplish our goal of having a system that is easy for faculty to use, yet provides powerful data for curriculum analysis and improvement.

## Reflections

The influence that DQP is having is on the discussions amongst faculty within their programs and across programs and disciplines is very encouraging. Instructors are beginning to see this as a tool for discussion about student learning outcomes. This will obviously and ultimately affect teaching and learning as faculty adjust courses within a degree program or determine if new courses need to be developed.

BMCC is fortunate to have decided long before DQP and even the current efforts necessary to meet standards for assessing learning outcomes, to have adopted a learning management system that now so beautifully integrates learning with outcomes assessment, and that has the capability to seamlessly draw into that system, the DQP standards. Because of this, faculty are not intimidated by, or find onerous, this added layer that provides new insights into the meaning of a quality degree. Instead, instructors are quickly drawing on that data connection, though it is too early to see reports across degrees and certainly premature for curricular improvements based on the DQP connection and analysis.

## Lumina Grant Deliverables

BMCC is currently assessing student learning outcomes and it is within that system that we will overlay the DQP standards such that the connections will automatically be made and reports of student learning within DQP will be automatically made. Since all our degrees and programs are a part of this, DQP will quickly encompass all degrees and programs.

Faculty will be discussing how their student learning outcomes match up for the DQP and we will be mapping those connections in the LOM. The DQP leaders do not expect this to happen quickly, as we are going to be focused in the next couple of months with getting more faculty trained in the reporting tools and in the LOM. As faculty become familiar in the too, that will be our opportunity to then work on the DQP. The rate of accomplishment of this will vary by instructor as well as by department.

With how DQP works in the LOM, we will not be doing spider web maps. We are looking into ways to export spreadsheets out of LOM and into the Spider map. Our feeling is that mapping to the spider web is interesting, but showing student learning to the outcome standards in each of the five areas is much more useful to assess instructional and curricular strengths and weaknesses.

## Conclusion

Blue Mountain Community College is fully engaged and excited to be a part of the Degree Qualifications Profile project. While it is early in the process, the faculty has a general awareness of DQP and the college has a demonstrated mechanism as well as a path toward real connection between the DQP standards and actual student learning. DQP is recognized as another layer, or filter through which we can analyze our curriculum and instructional process. The college is excited to have a metadata process by which new insights provided by the DQP process can be produced with data already collected and by employing procedures already in place, can continue to be collected. With this, there are greater possibilities for applying improvements to the curriculum and to the instructional practice, which are based on data combined with sound educational theory.

The college wishes to thank the Lumina Foundation for this opportunity and offers assurance that the college is taking full advantage of DQP leadership at the national, state, and local levels on behalf of greater student learning and success.