Degree Qualifications Profile

Work Plan Progress Report
Year Two

Blue Mountain Community College
April 10, 2014

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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 Two Work Plan Goals and Objectives

Institutional Objectives - Outcome to be achieved
A: Incorporate DQP into the assessment culture of the college.

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

C: Continue orientations for 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 now in the second year of Achieving the Dream. Data from the DQP work informs progress in the college student success initiatives.

B: Program, discipline and core competencies assessment projects form the basis for DQP analysis. While each of these has been in place for a number of years, connection to DQP outcomes will position the college for informed discussion on degree quality.

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

Processes - How outcome will be achieved
A: Apply DQP metadata back to spider web mapping to provide insights for faculty to DQP.
Update 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 ongoing training for the 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: Fully implement 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: Metadata applied to DQP mapping – Spring 2014
Outcomes connection to courses - Winter 2014
Data collection and analysis - Winter/Spring 2014

B: Completion of the Learning Outcomes Management Repositories - Fall/Winter 2013-14
Course linking – Spring 2014
Student Learning Outcomes Data Input – 2013-14

C: Generate metadata reports of student success as it applies to DQP - Spring 2014
Present this work to faculty – Spring 2014

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. We then designed a mechanism with the existing learning outcomes manager whereby the fundamental elements of DQP could be mapped to existing outcomes as metadata, which could then roll data specifically associated with DQP into reports which can be used to analyze via aggregated student accomplishment, the quality of our programs. This would happen automatically, but it was recognized that the faculty trust in this information would have to be built over time. As a kickoff event in the first year, 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. This was a very effective introduction to DQP for BMCC faculty, but there is work to be done now that time has passed.

The college has steadily working towards getting all CTE Programs and AAOT Discipline outcomes updated and in the LOM. Our progress in connecting those outcomes to the DQP metadata elements, as well as the systematic evaluation by our faculty has progressed more slowly than anticipated due to two key personnel events in the fall of 2014. First, the vice president of instruction took sick leave for two unrelated health events for four of the first six months of the 2014-2015 academic year and still serves in a limited capacity. His skill set combined with his leadership role is counted upon for the advancement of all assessment activity, including DQP. Second, a faculty champion is crucial to the success of assessment projects. BMCC enjoyed such a person until the end of fall term, 2013 when she quite suddenly left the institution for an administrative position in another state. While BMCC credits her work for how much we have progressed, the work of assessment has lost any momentum it had and requires a push-start to return to where it was at the end of the 2012-13 year.

With the direct route from Student Learning Outcomes at the course and program level to the DQP and that the data is captured in the LOM, this fundamental assessment activity will be returned to acceptable levels by the end of the 2013-2014 academic year. The faculty will use end-of-year meeting opportunities to analyze the data and determine improvements to their respective programs.

Reflections

The influence that DQP is having is on the discussions amongst faculty within their programs and across programs and disciplines has dipped this year. Instructors are however, willing to dive into the work of assessment and analysis once they perceive that this is an institutional priority. With a new president, vice president of student affairs, the loss of the faculty champion and the health events of the vice president charged with leading these efforts, BMCC is working to quickly return the faculty awareness of this tool as an essential ingredient in the 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 the DQP standards into that system. 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 will be provided that information from which to draw our degree quality. Without the assessment work however, no DQP data is generated as well. Spring of 2014 will be a busy term for assessment activity.

Lumina Grant Deliverables

BMCC is currently assessing student learning outcomes and it is within that system that we 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've been mapping those connections in the LOM. This hasn't happened quickly, as we experienced setbacks due to personnel issues in DQP leadership, but we've once again focused our efforts on getting more faculty trained in the reporting tools and in the LOM. As faculty become familiar in the tool, we will couple the assessment activity with the 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 the process has had some disruption, 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.