

MT. HOOD COMMUNITY COLLEGE

DQP PROGRESS REPORT

April 18, 2014

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Summary of Institutional Characteristics

Mt. Hood Community College (MHCC) is one of seventeen independent Oregon community colleges under the policy and administrative guidance of the Oregon State Department of Education and the Department of Community Colleges and Workforce Development. The college, established in 1966 as a comprehensive community college, is located on more than 140 acres of former strawberry fields in the eastern region of the MHCC district.

As a comprehensive community college, MHCC offers transfer programs, career and technical education, customized workforce training, developmental education and community education. MHCC's transfer degree programs in Associate of Applied Science (AAS), Associate of Arts Oregon Transfer (AAOT), Associate of General Studies (AGS), Associate of Science Oregon Transfer-Business (ASOT-BUS), Associate of Science (AS) and the Oregon Transfer Module (OTM) are articulated with colleges and universities in Oregon. MHCC offers more than 100 career and technical programs. Developmental courses in mathematics, reading and writing are complemented with student support services. Continuing education programming is offered year-round for professional development and lifelong learning. MHCC is active in the statewide Career Pathway initiative, offering a continually growing number of approved certificates.

The college actively participates in the American Association of Community Colleges' "Call to Action" to promote President Obama's "completion agenda" aimed to produce 50 percent more students nationwide with high quality degrees and certificates by 2020; the Oregon Education Compact; and the state of Oregon's 40-40-20 Plan for 2025.

Statement of Year DQP Work Plan Goals and Objectives

During 2012-13 and 2013-14, MHCC built an infrastructure to strengthen the internal discussions and actions of curriculum design and course objectives as well as to build partnerships with district K-12s and articulations with other community colleges and universities. Five college councils, including the Council for Instruction and Student Success (CISS), were the primary vehicles for discussions about the DQP project. Additionally, at the Mt. Hood Community College Education Assessment Oversight Committee (a faculty-driven process for strategic program assessment and educational assessment) has also been involved in the discussions and provided input. Some members of the CISS (faculty and deans) attended the May 2013 DQP videoconference, with a strong interest in the humanities/writing. Our registrar also participated in the videoconference which ties to the Year Three proposed work of the DQP.

The years 2013-14 and 2014-15, the General Education Task Force, which is charged with general education outcomes, as a sub-group of the EAOC with oversight by the CISS, is beginning its

work of assessing general education student learning outcomes, and the DQP competencies can influence their work.

The college is involved with horizontal alignment and vertical discussions and efforts to strengthen the matriculation work with K-12, as well as articulation with other colleges and universities. MHCC is within a large metropolitan area that is populated with three other community colleges, an OU institution (Portland State University) and numerous private colleges and universities.

Institutional Objectives

1. Assessment of outcomes with K-12 matriculation efforts through the Eastern Promise replication grant efforts, the Advancement Via Individual Determination (AVID) program, and dual credit program (College Now).
2. Involve and broaden the discussion with faculty through the council/committee structure to look at DQP competencies as they relate to our learning outcomes and the focus on improvement in teaching and learning.
3. Share research/ best practices and publications on assessment of student learning outcomes and DQP to deepen organizational understanding on the value.
4. Include DQP in councils/committees discussions related to course, program and student learning outcomes
5. Continue development of learning outcomes, general education and program review with the objective of engaging in discussion at faculty, program and department levels.
6. Participate in DQP conference calls and conferences (May and October 2013). Instructional leadership participating in the larger conversation of DQP and other initiatives.

Progress to Date – Link to meeting achievement of Year 2 Goals and Objectives

1. DQP discussions at the Council for Instruction and Student Success – 2013
2. Team identified for participation in May 2013 videoconference
3. Lead, Sheri Mosher attended the October 2013 fall conference
4. Lead, Sheri Mosher participated in the DQP conference calls
5. Vice President of Instruction and Student Development, Christie Plinski attended January 2014 Oregon-ized Summit conference
6. K-12; College Now; AVID; Transfer agreements
7. Eastern Promise replication grant (The Oregon Metro Connect All Students to College Consortium)
8. College councils and committees supporting instruction and learning outcomes and assessment -- EAOC, CISS, Gen Ed Task Force
9. Future work with general education learning outcomes and strengthening SLOs with other colleges and universities

Insights and Lessons Learned

MHCC has strengthened internal engagement through the links with the college councils and committees to broaden the discussions of student learning outcomes and competencies and provided an opportunity for some of the faculty to engage with peers through the videoconference in May 2013.

The DQP learning outcomes are valuable as another tool for the college as it begins a review of general education student learning outcomes, and also as the college embarks upon curriculum mapping.

Reflections

The college will have continued discussions at internal level through the EAOC, CISS, Gen Ed Task Force, department levels through strategic program assessment. The DQP competencies can be incorporated into ongoing discussions and development of learning outcomes. The participation at state level meetings where wealth of discussions, initiatives and practices were shared provided the full spectrum of related efforts.

The college is in the process of implementing Teaching and Learning Community for faculty development, and the DQP competencies, along with others such as the LEAP program, provide a richness to future dialogues of best practices.

Concluding Thoughts

The project participation was beneficial to Mt. Hood Community College and the horizontal and vertical alignments with the member colleges will continue to develop and unfold as the many initiatives continue.

Internally, in 2013 the college participated in the Year Three Self Evaluation accreditation reporting and peer evaluation visit through the NWCCU. Much focus was on the learning/education resources, student learning outcomes, and assessment. The DQP can be an influence with assessment of student learning outcomes, and for strengthening student learning outcomes.