

Tillamook Bay Community College

Degree Qualifications Profile  
Year 2 Work Plan Progress Report

April 10, 2014

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## Statement of Year 2 DQP Work Plan Goals and Objectives

Year 2. Institutional Engagement.

1. Outcome: Discuss alignment of DQP Outcomes and TBCC's Institutional Learning Outcomes (ILOs)

Processes: (1) Discussion of DQP Associate Degree Outcomes  
(2) Comparison/contrast of DQP Outcomes and TBCC's ILOs  
(3) Review of ILO Assessment Results and ILOs in context of DQP

Progression:

- Discussion of DQP Associate Degree Outcomes and comparison/contrast of DQP Outcomes and TBCC's ILOs by Assessment Group (November 2013)
- Assessment Group Review of ILO Assessment Results and ILOs in context of DQP (January 2014)

2. Initial mapping of AAOT degree outcomes

Processes: (1) Map typical TBCC courses to AAOT outcomes  
(2) Mapping of AAOT by faculty  
(3) Discussion of General Education program outcomes (AAOT Outcomes) in context of DQP

Progression:

- Spider Map (Fall 2013)
- Faculty Discussion (Winter 2014)
- Assessment Group Discussion (Winter 2014)

## Progress to Date

Discussions about alignment of DQP Outcomes and TBCC's Institutional Learning Outcomes (ILOs) took place in late 2013. When the TBCC Assessment Group reviewed the DQP definition of the "Civil Learning" category in Year 1, the group concluded that TBCC's ILOs did not address "Civic Learning" to a noticeable degree. However, review of DQP outcomes in Year 2 revealed alignment between DQP Civil Learning associate degree outcomes and TBCC's "Cultural Awareness" ILOs (particularly ILO #10). Faculty will look at revising ILO(s) to reference explicitly "Civil Learning" so alignment is more obvious. The Assessment Group identified that DQP outcomes for "Intellectual Skills" aligned with a blend of ILOs for "Communication Skills" (ILO #4, ILO #5, and ILO #6) and "Thinking Skills" (ILO# 8 and ILO #9); while DQP outcomes for "Specialized Knowledge" align somewhat with "Professional Competence" ILOs (ILO #13 and ILO #14) and possibly others. ILOs for "Lifelong Learning" (ILO# 1, ILO #2, and ILO #3) and DQP "Applied Learning" and "Broad, Integrated Knowledge" outcomes do not align as closely as other areas. It was decided to continue that discussion in future. Assessment Group review of ILO assessment results and ILOs in context of DQP took place in early 2014. Discussion focused on results for "Thinking Skills" and "Professional Competence" ILOs. Data showed that student achievement at TBCC appeared stronger on ILO criteria that assessed students' ability to identify, describe, articulate, and such than on higher-

level thinking skills like analysis and synthesis. DQP Associate Degree Level Outcomes for “Intellectual Skills” expect students to be able to identify, categorize, and describe—areas where TBCC students demonstrated mostly “proficient” and “advanced” performance. DQP Associate Degree Level Outcomes for “Broad, Integrative Knowledge” do include more expectations for analysis and interpretation. These insights provided more depth for discussion of how TBCC’s ILOs do address DQP outcomes in these areas, but alignment is less direct than in other areas.

Initial mapping of AAOT degree outcomes did not happen in Year 2. Challenges identified for completing the outcome included the need for more work on TBCC’s review of its outcomes, pending statewide work on communication and computation outcomes, and competing claims on faculty time such as developmental math redesign and more work on TBCC’s ILOs (“degree outcomes”).

TBCC adjusted its work plans to include additional activities related to creating a “spider map” of ILOs. In addition to the value of the process for insight into the relationship between TBCC and DQP outcomes for associate degrees and the relationship between TBCC’s courses and ILOs, the visual provided by the spider map is valuable in helping faculty and others “see” what is. This, in turn, will assist faculty in future as TBCC refines its ILOs, mapping of ILOs and courses where they are taught, and outcomes assessment results.

## Reflections

The work in Year 2 influenced work on degree outcomes (ILOs) and other outcomes by increasing faculty awareness of TBCC outcomes and DQP Associate Degree Level Outcomes. Discussions touched on appropriateness and viability of current TBCC outcomes, their measurability, and how to improve assessment of learning outcomes at TBCC. The primary result was to affirm TBCC’s existing ILOs while identifying areas for improvements in assessment processes and use of results.

This, in turn, led to reflection on teaching and learning as well as assessment of student achievement (i.e., how outcomes are taught in courses, how outcomes are assessed, and improvements based on results). TBCC has already begun strengthening its practices regarding explicit references to learning outcomes in course syllabi and documentation of crosswalks for course, program, and degree outcomes. Plans for future improvements in teaching and learning include expanding faculty and student awareness of learning outcomes, strengthening faculty understanding of how teaching and assessment of ILOs are integrated within the courses they teach, and increasing student learning (deep thought) through emphasis on use of high impact practices.

TBCC’s work on assessment of student achievement has been influenced by work with the DQP in a number of ways referenced above. The primary influence was in the area of clarifying understanding of TBCC’s own outcomes and assessment practices. The work also reinforced TBCC’s already identified need for work on assessment of AAOT/General Education outcomes.

## **Concluding Thoughts**

The DQP has provided a good and additional method for learning outcomes assessment and curricular review and development. While trying to link the DQP categories and definitions within the categories to TBCC's institutional learning outcomes is at times challenging, the categories provide a comprehensive approach. As the institution continues systematic assessment and evaluation of courses and programs, it is worthwhile to consider the DQP categories within the process. The DQP Associate Degree Level Outcomes provide a context and framework to assist in continuous improvement of student learning outcomes assessment practices, analysis of findings, and improvements in teaching and learning.