

Tillamook Bay Community College

Degree Qualifications Profile
Year 1 Work Plan Progress Report

March 1, 2013

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Summary of Institutional Characteristics

Tillamook Bay Community College (TBCC) is the smallest of Oregon's seventeen community colleges. The Tillamook Bay Community College District serves Tillamook County in Northwest Oregon. The County covers 1,125 square miles with a population of 25,250 (April 2010 U.S. Census). Tillamook (population 4,935) is the County Seat, and there are a total of seven incorporated cities in the County; the majority of the population resides in unincorporated areas. An older population makes up a greater percentage of residents than found in most other Oregon counties: 21.8% are 65 years or older, 60.7% are 18-64 years, and only 17.5% are aged 0-17 years.

Tillamook Bay annually enrolls approximately 2,325 students with full-time student equivalency (FTE) of approximately 550 students. For 2011-2012, the average age of credit students was 30 years; for non-credit students, 53 years. Females comprised 59% of credit students, 72% of non-credit students. In the same year, 44% of annual FTE was in Lower Division Collegiate, 22% in Career and Technical Education (preparatory and supplemental), 16% in Community Education, and 16% in Developmental Education (ABE, ESL, GED, and Post-Secondary Remedial). Of students reporting ethnicity, 83% were White, 7% Hispanic, and 10% were "other" ethnicities. The College's diversity reflects that of Tillamook County as a whole, although there are generally fewer Hispanic students.

Statement of Year 1 DQP Work Plan Goals and Objectives

Year 1. Institutional Engagement.

Outcome to be achieved: Initial mapping of AAS degree in Business Management.

Processes: (1) Map courses to program outcomes

(2) Create spider web map of degree

(3) Faculty discussion of outcomes (course and degree) in context of DQP

(4) Use web/map to introduce DQP to Assessment Group for discussion.

Progression: Spider Map (January 1, 2013)

Faculty Discussion (January 2013)

Assessment Group Discussion (Feb. 22, 2013)

Progress to Date

Spider map of AAS degree in Business Management was completed and shared with faculty for discussion. Faculty were sent a generic data input form for their course(s) within the degree, then they copied each course and outcomes per each course outcome guide. Next, they assigned a weight for each outcome based upon syllabus assessment practices. Finally, they assigned values for each of the five learning areas. Each course's data was mapped into the web-based spider mapping software. When the mapping for the degree was complete, results were shared with faculty for discussion by both the Faculty Curriculum Committee and Assessment Group. Faculty discussion focused on the shape of the web (areas emphasized or not) as well as learning from the process of creating the mapping.

Reflections

The work so far has influenced work on degree outcomes and course outcomes by having faculty reflect on current outcomes and their viability. In the case of course outcomes, faculty reflected on outcomes and their measurability. 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 and how course outcomes are measured).

Lumina Grant Deliverables

The AAS in Business Management, the Associate of Arts Oregon Transfer (AAOT) degree, TBCC's Institutional Learning Outcomes, and learning outcomes for courses within the Business and AAOT degrees are under review or planned for review as part of the DQP project. Faculty have been and will continue to be engaged in two primary ways: spider mapping and review of findings. Spider maps are being used to look at course and program outcomes measured against DQP model.

Concluding Thoughts

Mapping of other college degrees will not only inform faculty, but facilitate further conversations as faculty will be able to begin internal comparisons.