NWCCU
Mid-Cycle Evaluation Report
Sept. 6, 2016

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TBCC Mid-Cycle Evaluation Report

Overview

Tillamook Bay Community College (TBCC) is a small community college with approximately 2,000 students, located on the northwest Oregon coast. It serves a rural community with an economy that is largely based on the abundant natural and agricultural resources in the region. TBCC celebrated its 35th anniversary this year and enjoys a long record of strong community support and collaborative relationships.

As a small, fledgling college, TBCC operated under a contract for accreditation through Portland Community College (PCC) for many years. While the college benefited from this arrangement in its early, formative years, under PCC regulations TBCC was authorized to offer only programs and courses offered by its parent college. With the community's desire for its college's offerings and services to more closely reflect its community, TBCC began the process to seek independent accreditation status in May of 2006 with an Application for Consideration submitted to the Northwest Commission on Colleges and Universities (NWCCU). The application was accepted in July 2006.

The evaluation for Initial candidacy was submitted in October 2008 and the College became a Candidate for Accreditation in January of 2009 and began preparing for its first Comprehensive Interim Candidacy Evaluation. After two successful Comprehensive Interim Candidacy Evaluations, the college began preparing for the Initial Accreditation Evaluation scheduled for fall 2013 and became fully accredited in January 2014. This ten year journey of regular self-reviews and improvement has created an environment of continuous improvement.

College Re-visioning

Upon accreditation as an independent college in 2014, the college undertook a re-visioning of its purpose and identity in service to its small and rural community. Over the course of the summer and fall 2014, college-wide meetings were conducted and community forums held to reach consensus on revisions to the college mission and the development of new core themes in relation to that mission. The result was a new statement of TBCC Mission, Vision, Values, and Core Themes to guide the college's operations, decision-making, and philosophy:

MISSION

Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves the needs of our diverse community.

VALUES

Tillamook Bay Community College values and promotes student success through academic excellence and resourceful teamwork in an environment that is personal and friendly.

STUDENT SUCCESS

TBCC values being keenly receptive and intentionally responsive to students and fully supports achievement of their goals.

ACADEMIC EXCELLENCE

TBCC values rigorous, relevant education and training for students and the community.

RESOURCEFUL TEAMWORK

TBCC values collaboration, effective communication, and the wise use of resources to accomplish our mission.

PERSONAL & FRIENDLY

TBCC values and demonstrates genuine concern and respect for each other, communities we serve, and our students while helping each achieve their potential.

CORE THEMES

Educational Excellence

Economic Success

Leadership, Partnership and Community Engagement

The additional clarification of broad Core Theme outcomes was necessary to assist the college in assessing its progress toward mission fulfillment. Progress, Achievement, and Completion outcome statements were developed for each Core Theme (Core Theme 1, Educational Excellence, also has an Equity and Access outcome). A query statement was identified for each of these outcome statements to guide periodic assessment of performance on each Core Theme outcome.

A group of qualitative and quantitative measures were then designated for use in reviewing and evaluating performance, with the response to the query statement summarizing information provided by the performance measures. Each outcome may have multiple measures for reporting purposes.

Core Theme 1's Progress outcome statement, its evaluative query, and the measures for assessing performance on this outcome are provided below as an example.

Core Theme 1: Educational Excellence

Progress Outcome: Students make consistent and timely progress toward their individual educational goals.

Query: Are college efforts to support and promote student success evidenced by consistent student progression and sustained efforts term-to-term?

Measures for Assessment:

Students completing college orientation;

Pre- and Post-test CASAS gains;

Student Term-to-Term persistence;

Number of students completing 15 and 30 credits per year;

Average time to completion

Six over-arching strategic goals with accompanying objectives, developed during the re-visioning process, serve to operationalize departmental activities in support of the achievement of Core Theme outcomes. The strategic goals and objectives were the product of a college-wide review in light of current college performance, needs, and resources. They identify specific measurable and actionable objectives to guide the college's operations and decision-making through a five-year planning period to the year 2020. Every 18 months departments identify activities to complete during the period and further the achievement of objectives and strategic goals, which in turn support the realization of Core Theme outcomes and mission fulfillment.

TBCC Strategic Goals:

Goal I: TBCC exhibits year-to-year increases in total student enrollment and full-time student equivalent numbers (FTE) as it enhances its reputation as a small, personal, and technology-advanced learning environment focused on academic excellence.

Goal II: TBCC supports students needing pre-collegiate learning and reduces barriers to their achievement of educational goals.

Goal III: TBCC forms and fosters industry, community, and educational partnerships and responds to community needs with the further development of Career Technical trainings and programs that create opportunities for economic growth and success.

Goal IV: TBCC exhibits increased student retention and continuous growth in student completion of certificates, degrees and personal educational goals.

Goal V: TBCC employs technology-based solutions in conjunction with highly effective interactive learning to assist students and employees in tracking the improving educational processes, assessments and outcomes.

Goal VI: TBCC's technical infrastructure and services support the implementation and growth of technology-based operations, online classes, and support services in all operational areas of the college.

The product of the college re-visioning process was the TBCC Strategic Framework document, approved in February 2015 (see Attachment I). The Strategic Framework presents the college's new vision, mission, values, and core themes, with the strategic goals and objectives that support their fulfillment. Core theme outcomes and queries, along with their designated measures, are outlined. Departmental operations plans for the period through June 30, 2016, are also included. The college is in the process of developing the second phase of operations plans to guide the college through the next 18-month period.

Part One: Overview of Institutional Assessment Plan

Assessment of mission fulfillment is ongoing at the micro level and culminates, at the macro level, with the compilation and publication of the Mission Fulfillment and Institutional Effectiveness (MFIE) report (see Attachment II).

Micro level assessment: Assessment of progress at the micro level includes the monitoring of Core Theme outcome measures on a regular basis. Information on quantitative measures is gathered subsequent to the quarterly and annual data submissions to the state. Qualitative measures are collected on a schedule conforming to the administration of the instrument. The CCSSE and SENSE surveys are administered every three years, while the TBCC Student Satisfaction survey is administered every spring. Student evaluations are administered every quarter. Student learning outcome assessments are completed for each offered course every year. Faculty may also develop and administer in-class surveys as a means for gathering immediate student feedback.

At the time of compilation the data are distributed and reviewed in group meetings of the personnel involved in the related initiative, in Curriculum and Assessment meetings, and in College Council and Leadership Team meetings. For key initiatives, progress reports are presented at Board meetings during the academic year. Depending on the topic, the Board may choose to adopt policy regarding the issue.

Departmental operation plans are reviewed and status on activities reported on a quarterly basis. These updates are reviewed and discussed in College Council and Leadership team meetings. If activities encounter obstacles these are reported,

discussed and resolved. If an activity is no longer feasible, needs to evolve, or there are concerns about sustainability, this is noted, with alternatives developed and discussed. Quarterly reviews provide for the identification of challenges before they can stall the project, or alert the college to the need for adjustment in the timeline for completion. Department activities and progress toward fulfillment of core theme outcomes thus remain on track and at the forefront of efforts college-wide.

Macro level assessment: Mission Fulfillment and Institutional Effectiveness Report

TBCC closes the loop on assessment at the broad college level through the compilation of the Mission Fulfillment and Institutional Effectiveness Report (MFIE). The MFIE serves as a periodic assessment of mission fulfillment, and, based on information reported for each measure, assigns ratings for performance and suggested action. At the culmination of the five year planning period the report will demonstrate the college's success in addressing its core themes over the period and fulfilling its mission.

TBCC's MFIE report assesses college progress toward mission fulfillment on two broad levels:

1. Assessment of status of operational plans and departmental activities: The status of departmental activities is summarized and reported in the MFIE using the following evaluation statements with the appropriately colored symbol:

Complete and Ongoing	🔵
Complete	🟢
Pilot Implemented or Activity Nearing Completion	🟢
Developing	🟡
On Hold or Evolved	🟠

2. Assessment of performance on Core Theme outcomes: The MFIE presents data or qualitative evidence related to each measure linked to the specific Core Theme outcome. An analysis of the data and a summary of college actions in the area is provided. Each measure is given a performance rating and a course of suggested action, based on the analysis and the status of initiatives underway

(see below). After review of performance ratings and suggested actions for all outcome measures, the outcome query is then utilized as a reflective tool to assess college progress on achieving the Core Theme outcome.

Performance and Suggested Action – Core Theme outcome measures

Performance	Eval.		Suggested Action	Eval.
High achievement	🔵		No Action	🔵
Meets expectations	🟢		Sustainability Check	🟢
Improving – Early Phase	🟢		Phase I initiative: staff meet and monitor	🟢
Strategy developed and being implemented	🟡		Implement plan	🟡
Deficient	🟠		Needs targeted improvement plan	🟠

The Mission Fulfillment and Institutional Effectiveness report is distributed to all Board members and college personnel and is also available on the employee portal. It is intended for use as a tool for discussion and strategic planning and also as a reference for college faculty and staff, as it presents historical data on most indicators and benchmark data for new initiatives.

Who is involved in the assessment? Is the Board of Trustees involved?

Personnel at all levels of the college are involved in the assessment of measures and of progress. Because assessment is ongoing through review of data on core theme outcome measures and status updates on operations plans, all personnel have the opportunity for input and suggestions at that time. The MFIE is used as an opportunity for a summative review of progress and mission fulfillment, and as an advisory tool for future planning.

The Board is involved in the assessment process on an ongoing basis through the academic year as it receives reports on and data relating to key initiatives. Board members also receive regular updates on the status of operations plans.

Are your core themes and objectives still valid?

Yes. As part of the re-visioning process undertaken in 2014, the college agreed on new core themes and outcomes to support the fulfillment of its mission. Core themes and outcomes are achieved through the pursuit and achievement of six strategic goals and objectives, also established during this initial planning process. Core themes and outcomes and college strategic goals and objectives have been in place for two years and are intended to guide college decision-making and operation to the year 2020.

Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

The MFIE 2016 identifies two indicators to be considered for college review. One involves the tracking of students who transfer to four-year institutions. This information will be more fully available to the college after the college has submitted more data to the National Student Clearinghouse. Students have identified transfer to a four year institution as their greatest reason for leaving TBCC before completing their educational goal. Therefore, this information is critical to tracking student success for the college.

The college also needs to identify an improved method of tracking employer satisfaction with student and graduate employees. This may become more feasible as negotiations at the state level continue on tracking this data for community colleges.

As the college continues to work on reducing barriers presented by pre-college course completion, direct student input in the form of a focus group would be beneficial. The small size of the *n* for each pre-college class makes individual student input more critical, as it is difficult to draw meaningful conclusions from the small sample sizes. Increased student input to the planning and assessment process will also have the effect of supporting college Core Themes, as it will increase student engagement and investment in the college while also supporting the perception of a small and personal learning environment.

College core themes are broad enough to provide guidance for a five year planning period, with strategic goals and objectives providing sufficient specificity to enable the determine effective action plans to support them. Indicators are sufficient in number and represent a cross section of qualitative and quantitative data. As the state's community colleges move to the Voluntary Framework of Accountability (VFA) the college will need to review its measures to ensure the VFA measures are integrated into planning and assessment. The periodicity for collection of data on some measures may also need to be revisited.

Part Two: *Two representative examples of how college has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. They should illustrate how you are "closing the loop" on student learning assessment.*

Example I: Improvements to and support for students' successful completion of pre-college Math courses.

The successful completion of developmental education coursework, or pre-college courses as they are called at TBCC, can represent an insurmountable barrier to some students as they strive to complete their educational goals. Two years ago the state's community colleges formed a group of faculty with representation across the state for the purpose of examining developmental education and to spur reform in this area. TBCC's participation in this state-wide initiative led to closer scrutiny of student learning in pre-college courses overall, with particular focus on pre-college Math courses.

Evidence Review: College performance on key measures was reviewed, and it was noted that completion rates in pre-college Math courses had declined between the years 2012-13 to 2013-14. To delve deeper, individual student progress through the pre-college Math sequence was tracked. Student cohorts comprised all students entering pre-college math courses each fall, with each cohort tracked through the pre-college course sequence over a period of two years. Separate cohorts were formed and tracked for each academic year over the 2011-2016 period.

This cohort tracking revealed that students who were successful in completing the sequence and moving on to successful completion of the gateway course, MTH 111, took an average of two years to complete the pre-college sequence and MTH 111. Even for successful students, then, completion of the sequence presents a barrier to the timely completion of a degree.

Students who actually completed the full sequence were in a minority, however (although a moderating factor is that many CTE majors require just completion of MTH 65 for the degree). A large number of students attempted courses multiple times before successful completion, lengthening the time needed to complete the sequence. Many students were no longer enrolled in the college after failing on several occasions to complete a course in the sequence (although there is not enough information to conclude that lack of success in pre-college math was the reason they did not return to the college).

Meetings with math faculty indicated that faculty were aware that students were having difficulty achieving learning outcomes; however the small number of students in each class made it difficult to draw meaningful conclusions from the information provided. It was correspondingly difficult to generalize a solution that would assist the majority of students in the class.

Data from this review was shared and discussed in small-group faculty meetings, with the curriculum and assessment committee and the College Council, and in Board meetings. Based on the evidence, the support of student success and timely completion of the pre-college course sequence was identified as a primary focus area for planning and action over the five year period.

Operationalization: TBCC has identified "successful completion of pre-college English and Math courses" as a critical component of student success and of students' ability to complete their educational goals. Because of its importance to student progress and completion of their goals, it is integrated into the college Strategic Framework as a measure for the Completion outcome for Core Theme 1, Performance on this measure is reported in the MFIE and then considered in the summative response to the completion assessment query:

> *Query:* Are college efforts to reduce barriers to student success evidenced in students' successful completion of coursework at key stages, leading to successful completion of credentials or transfer?

The successful completion of pre-college courses has been operationalized through its prominent position in the college's strategic goals and objectives, which transform college core themes and outcomes into action plans, or departmental activities. TBCC Strategic Goal II reads "TBCC supports students needing pre-collegiate learning and reduces barriers to their achievement of educational goals." As one of the six over-arching goals for the planning period, student success in this area will remain a college operational focus during this time.

Five objectives are identified in the college Strategic Framework to support the accomplishment of this goal. For the first 18-month operational period (2015-2016) of the long-term plan, the instructional area identified the following activities to support three of the objectives for Goal II:

Goal II Objective 2: TBCC will investigate, evaluate, and implement early, alternative, and/or supplemental assessments of student skill levels to enhance accurate placement in pre-collegiate courses. Such activities will be done in light of high school common core assessment.

Departmental Activity: This activity was not addressed in departmental operations plans but is nearing completion. Due to the cessation of the production of the Compass assessment test, the college has developed a plan for a new placement process which uses alternate measures and integrates the use of the high school Smarter Balanced test into the placement process. Status: The process is ready for Board approval and implementation.

Goal II Objective 3: TBCC will support accelerated student completion of remedial levels through the development of compressed course modules, online

developmental courses, supplemental review sessions, and other alternate instructional delivery modes.

> Departmental Activity: The Office of Instruction will support the development and implementation of at least one online developmental Math course. Status: The development of an online MTH 20 is complete, with the development of an online MTH 60Z course underway and projected for completion in the fall.

> Departmental Activity: In collaboration with faculty, the Office of Instruction will support the redesign of the developmental math sequence (MTH 20, 60, 65, and 95) to accelerate progress through these courses and improve student ability to successfully complete their educational goals. Status: Initial redesign complete. New initiative: staff meet and monitor.

> *Goal II Objective 4:* TBCC will support student progression through and successful completion of pre-collegiate courses through the development and provision of tutoring, mentoring and limited case management services.

> Departmental Activity: The Office of Instruction will develop a blended advising, tutoring, and mentoring model coordinated through the college Learning Center that serves pre-college students. Status: On hold or evolved. NOTE: This activity morphed into the development of an enhanced advising model, for which the pilot has been implemented. Improvements in tutoring services are part of the instructional area's next operations plan, currently under development.

In the first 18-month planning period, the Instructional departmental activities were accomplished, with an online course in MTH 20, the first course in the sequence, developed and implemented, and an online version of MTH 60Z under development. The pre-college math sequence was redesigned, reducing it from 16 credits (MTH 20, 60, 65, 95) to 12 credits (MTH 20, MTH 60Z, and MTH 95) and from four courses to three. More active learning techniques were introduced in all math courses. Math faculty began meeting on a regular basis to discuss the different ways each instructor might present or clarify key concepts, with the goal of achieving consistency for students in presentation of course material.

Indicators: Quarterly completion rates for all pre-college math courses are monitored and discussed with faculty. At the end of each academic year, and as part of the mission fulfillment assessment process, annual completion data is collected and aggregated. Course learning outcomes for the year are also reviewed and discussed at this time. Course learning outcomes are under review as part of the comprehensive learning outcome assessment review, with uniform assessments across all sections to be designated in fall.

Assessment: These initiatives have recently been introduced, with the changes in the course sequence to be launched in fall 2016. Assessment, therefore, is incomplete or too soon to be able to attribute results to the new initiatives. However preliminary

indications are that there is a slight increase in successful completion rates of all developmental math courses (see Table 1 below). Some sections introduced active learning techniques in the 2015-16 year, and the regular faculty meetings on this initiative may have focused more attention on instructional approaches in these courses. The increase in the success rate in MTH 20 is also notable. The online version of MTH 20 was introduced in the winter of the year. While it is a small sampling, the on-ground sections of MTH 20 in fall 2015-16 had a completion rate of 64.7%, compared to a completion rate in the online winter and spring courses of 72.2%.

Completion rates in MTH 60 declined from 2014-2015. The decline in completion rates for MTH 60 was a cause for concern during the year and changes in instruction have been made. In fall 2016, the new MTH60Z course will be introduced. MTH 65 will be completely eliminated by the end of the academic year, with the upcoming year providing a transition for students currently mid-sequence.

Table I: Pre-college Math Student Completion Rates, 2011 - 2016

	2011-12	2012-13	2013-14	2014-15	2015-16
MTH 020 Enrollment (n)	103	80	87	59	55*
MTH 020 Completion Rates	65.05%	71.25%	71.26%	61.02%	69.09%
MTH 060 Enrollment (n)	127	129	138	130	79
MTH 060 Completion Rates	60.63%	74.42%	53.62%	60.00%	56.96%
MTH 065 Enrollment (n)	114	117	90	99	79
MTH 065 Completion Rates	71.05%	76.07%	61.11%	63.64%	70.89%
MTH 095 Enrollment (n)	81	113	95	83	73
MTH 095 Completion Rates	64.20%	73.45%	62.11%	77.11%	79.45%

Source: TBCC student information system. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P. * MTH 20 only offered online in winter and spring 2015-2016, with completion rate of 72.2% when broken out.

At the macro level, the college's MFIE report presents three levels of assessment and analysis of this initiative:

1. The status evaluation of departmental activities supporting pre-college Math learning and completion as provided in the MFIE is excerpted and provided below:

Goal II Objective 3: TBCC will support accelerated student completion of remedial levels through the development of compressed course modules, online developmental courses, supplemental review sessions, and other alternate instructional delivery modes.

Departmental Activity	Assessment
The Office of Instruction will support the development and implementation of at least one online developmental Math course.	🔵
In collaboration with faculty, the Office of Instruction will support the redesign of the developmental math sequence to accelerate progress through these courses and improve student ability to successfully complete their educational goals.	🟢

Status assessment: 🔵 Complete and ongoing; 🟢 Complete

Goal II Objective 4: TBCC will support student progression through and successful completion of pre-collegiate courses through the development and provision of tutoring, mentoring and limited case management services.

Departmental Activity	Assessment
The Office of Instruction will develop a blended advising, tutoring, and mentoring model coordinated through the college Learning Center that serves pre-college students NOTE: This activity morphed into the development of an enhanced advising model, for which the pilot has been implemented.	🟠

Status assessment: 🟠 On hold or evolved

2. The MFIE also analyzes and assesses college performance on the Core Theme 1 Completion measure that links to the departmental activities focused on pre-college math courses. This is excerpted and provided below:

Core Theme 1 Completion outcome measure: Successful Completion of pre-college English and Math courses

Completion of pre-College Math Courses

Analysis: A review of the charts below (Table I of this report) for each individual class level indicates the completion rates in all classes declined from 2013-14 but, with the exception of MTH 60, have been improving since that year. The

decline in MTH 60 completion rates may be the result of a change in instructional personnel.

Success rates in pre-college have been a focus of review and discussion in the college over the last 18 months, with data reviewed in multiple forums. The improvement in MTH 20 completion rates have developed since the introduction of online instruction in this course. However that change has been so recent it is too early to attribute improvements in the course to this change.

Active learning methods have been introduced into instruction in pre-college and college level math courses over the past year and a half. In addition the pre-college math sequence has been redesigned to shorten the sequence for students, in the hopes of shortening the length of the sequence for students beginning early in the sequence. In fall 2016, the new MTH60Z course will be introduced. MTH 65 will be completely eliminated by the end of the academic year, with the upcoming year providing a transition for students currently mid-sequence.

Meetings are continuing between math faculty to achieve consistency in the presentation and treatment of algebraic concepts that student learning outcomes indicate challenge students. The completion rates in the old MTH 60 course are of such concern that particular attention needs to be focused on this course as the redesign is implemented this fall.

Assessment: Strategy developed and being implemented. Phase I initiative: staff meet and monitor.

3. As a final summary assessment and to close the loop, the Mission Fulfillment and Institutional Effectiveness report presents the following:

Achievement Outcome: Students achieve their educational goals.

Query: Are college efforts to reduce barriers to student success evidenced in consistent student achievement in coursework and / or success after transfer to four-year institutions?

Student success in pre-college courses remains a focus for the college, as this has been identified as a barrier for many of our students to the completion of their educational goals. This focus should continue and be further informed by the input of student focus groups. The college should continue to strive toward improvements and instructional innovation in this area.

Core Theme 1 Achievement Outcome Measures Assessment Summary

Core Theme 1: Achievement Outcome	Performance	Suggested Action
Success in subsequent related coursework in Reading/Writing	🟡	🟢
Success in subsequent related coursework in Math	🟡	🟢
Achievement of course learning outcomes	🟡	🟢
Achievement of program and General Education learning outcomes	🟡	🟢

Performance assessment: 🟡 Strategy developed and being implemented
Suggested action: 🟢 Phase I initiative: staff meet and monitor

Analysis of indicators/measures for pre-college Math progress and completion: While the indicators that are currently being used were valuable in identifying the need for improvement in pre-college completion, and have guided the college response to the challenge, course learning outcomes and quantitative measures are not yielding the specific information needed about why students are not succeeding.

In the coming year academic personnel should discuss the development of a tool to measure real time in-class student comprehension and assist in identifying key stages in courses where learning stalls. This information will assist the college in adapting instruction to improve student learning and success. Regular meetings between math faculty and academic personnel will continue, with the review and discussion of data, as faculty discuss instructional methods and innovation in the classroom.

Part Two, Example 2: Pilot development and implementation of service learning activities integrated into student learning experience in first year classes.

Background: In 2014, during the college's re-visioning process the theme of Leadership, Partnership, and Community engagement was identified as college Core Theme 3. As for all Core Themes, outcomes measures representing Progress, Achievement and Completion were also defined. Core Theme 3 Completion outcome of "TBCC students gain an understanding of social responsibility through participation in service and work-based learning projects" was established at that time.

Two measures were identified to track and assist in evaluating college progress toward the achievement of this outcome:

1. Service learning, work-based learning, internships, and cooperative work experience opportunities integrated into instruction and into program outcomes.
2. Student participation in volunteer and service learning activities.

The Core Theme Completion outcome was operationalized during the formulation of college Strategic Goals and objectives and through the development of departmental activities to accomplish those objectives. The encouragement of student involvement in volunteer and service learning activities relates to efforts to increase student engagement in college life, which has been shown to be a contributing factor to student retention and persistence, furthering Strategic Goal I:

> Strategic Goal I: TBCC exhibits year-to-year increases in total student enrollment and full-time student equivalent numbers (FTE) as it enhances its reputation as a small, personal, and technology-advanced learning environment focused on academic excellence.

> *Goal I Objective 2*: TBCC will support and foster student engagement in college life and activities, focusing on intentional and personal interactions between students and all college staff.

While the instructional area has a commitment to implementation of service learning activities into courses, this activity was not included in the academic area's first operations plan due to capacity concerns. However, the opportunity arose to utilize Connect2Complete resources to employ an Americorps volunteer for the period of the 2015-16 year, with the purpose of developing and implementing a pilot of service learning activities. The decision was made to move forward with the development of the pilot, and a volunteer was hired to coordinate the project. If it proved to be successful, it would be integrated into the instructional operations plan for the 2016-17 year.

In summer and early fall an implementation plan was developed and faculty were recruited to integrate service learning projects into their classes. As this was a new initiative and one that many faculty were not familiar with, some initial resistance had to be overcome. However the goal was to implement projects in a number of classes and hope that the success of the early projects would foster interest and other adopters. As a first year pilot, the project can be deemed successful in its effort to introduce the learning method (see Table 2 below).

Table 2: 2015-2016 Service Learning Activities

	Service Learning
Number of Classes Adopting Service Learning	8
Number of Service Learning Projects	15
Number of Students Participating (duplicate)	108

Assessment: Surveys were administered at the end of most courses in which service learning projects were introduced. While students were uncertain as to whether participation in service learning would help them in their professional goals, responses to the following questions indicated they found instructional value in the projects and they contributed to the value of the learning experience for students (see Table 3 below). The majority of students felt the service learning projects helped them understand the relevance of the course content and better understand course materials.

Table 3: Percentage of students either Agreeing or Strongly Agreeing to the following questions administered at end of course:

	% agree or strongly agree
The service learning project in this course helped me to see how the subject matter I learned can be used in everyday life	79.4
The service learning project I did in this course helped me to better understand the lectures and readings in this course	78.4
The service learning project increased my interest in the course.	76.5
The service learning aspect of this course showed me how I can become more involved in m community.	88.2
As a result of this service learning experience, I would encourage other students to take courses that offer service learning.	81.1
I believe that the idea of combining course work with service to the community should be practiced in other courses at this college.	78.2
As a result of my service learning experience, I plan to enroll in more courses that offer service learning at this or any other college.	50.0

From the beginning of the pilot, sustainability has been a concern. The Chief Academic Officer worked with the service learning coordinator to document the process of development and provide a manual and beginning knowledge base for the individual who would follow, should the pilot be successful. To ensure financial sustainability for another year and permit for further development of the project, the college applied for and was awarded a one year continuation in funding for another Americorps volunteer to coordinate the project. The college is in the process now of hiring an individual to provide for the project's continuation.

Based on the evaluation of student and faculty input at the end of the pilot, the use of service learning projects as a means of enhancing student engagement in the college and in the learning process should continue to be explored and expanded. One of the objectives of the project this year will be to establish a firmer base for growth and continue to establish service learning as a part of the instructional culture, to ensure its sustainability in the future.

While the service learning pilot may have been omitted from the operations plan, it nevertheless represents a departmental activity that was undertaken in support of a Core Theme outcome. Therefore it is reported in the MFIE as it relates to a Core Theme outcome, but is not part of the status report on departmental activities in this planning period.

As a final summary assessment and to close the loop, the Mission Fulfillment and Institutional Effectiveness report presents the following:

> Completion Outcome: TBCC students gain an understanding of social responsibility through participation in service and work-based learning projects.
>
> *Query*: Do college instruction and support services foster in students a commitment to community service and contribution?
>
> Service learning activities have been introduced into several courses with the intent to foster continued growth. The college should continue to strive toward improvements and instructional innovation in this area.
>
> Core Theme 3 Completion Outcome Measures Assessment Summary

Core Theme 3: Completion Measures	Performance	Suggested Action
Service learning, work-based learning, internships, and cooperative work experience opportunities integrated into instruction and into program outcomes	🟡	🟢
Student participation in volunteer and service learning activities	🟡	🟢

Performance assessment: ⚪ Strategy developed and being implemented
Suggested action: ⚪ Phase I initiative: staff meet and monitor

Analysis of indicators/measures: The College is utilizing two measures to assess progress in the MFIE toward this core theme outcome achievement: the number of students participating in-service learning activities, and the number of opportunities that have been integrated into instruction and into program outcomes. These measures quantify participation but do not evaluate the benefits to students of the experience. The pre and post-class surveys that were administered in the pilot year are helpful in

determining students' perceived benefit, and will continue to be utilized. Of prime value would be a way to track enhanced student learning and comprehension as a result of the service learning project. However it would be difficult to assign causation from such results, and the small *n* in class size would make it difficult to draw meaningful conclusions. Faculty surveys were also distributed during the pilot year with mixed results on the return rate. Because this information is valuable more emphasis will be placed in the coming year on receiving these surveys from participating faculty.

Part Three: Moving forward to the year Seven what will you need to do?

1. With the very small average class size, course learning outcome assessments as they are used in larger colleges do not provide meaningful information that can be reliably acted on, even when used in conjunction with aggregated results on other measures.

   For example, to get at the heart of a solution to pre-college success (Part Two, Example 1) the college needs to hear from the students *why* they are not learning and what works and does not work for them in the learning process in these courses. It is not enough to know they are not learning. In-course anonymous surveys of students at periodic times or a mechanism for immediate feedback on learning on key concepts are solutions to be considered, as well as focus groups for student input. This strategy would also increase student engagement and foster the small, personal learning environment the college is striving to create.

   The pre- and post-course surveys utilized to evaluate the Service Learning pilot (Part Two, Example 2 of this report) are a good example of the quality of the information that could be derived from the adaptation and development of a similar tool to use across instructional areas. Such a tool would integrate well into improvements in tutoring services, another objective associated with college strategic goals, and contribute toward the achievement of core theme 1.

2. The college needs to prioritize and reserve the capacity for the redesign of the course, program, and institutional learning outcome assessment process. The comprehensive nature of this project would represent a large undertaking in any college but will be particularly challenging given TBCC's small scale of operation.

   The redesign of the course learning outcome assessment is well underway, with a pilot in spring of a non-parametric measure as a summary assessment statement on the Request for Information form. Meetings during faculty in-service week prior to the start of the fall quarter will review the Request for Information form and consider revisions to improve the assessment process and the value of the information the form provides. The review of outcomes for all courses offered has been scheduled by quarter for the coming academic year, with full-time faculty designated to serve as mentors for assigned faculty.

This outcome review will include the development of specific assessment tools to be used by all faculty teaching the course. The use of uniform assessment tools across all quarters and all instructors to measure achievement of learning outcomes will yield more meaningful information and compensate for the small *n* in each individual section. It will also provide a means for ensuring equivalency of dual credit courses to college courses. Curriculum and Course Outline Guides will be reviewed and revised as a part of this project.

With the recently completed redesign of the college's Criminal Justice and Public Safety, Manufacturing and Industrial Technology, Agricultural and Natural Resources, and Business Administration programs, revised course outcomes will need to be mapped to new program outcomes, with sufficient time to accurately assess them as part of the program review process, scheduled every three years. CTE program reviews will be completed in the year prior to year seven of the accreditation cycle.

As part of the comprehensive review of learning assessment that is underway, institutional learning outcomes (ILOs) should also be reviewed for consistency and congruence with the college's new mission, Core Themes, and expected Core Theme outcomes. Current institutional learning outcomes have 14 outcomes associated with them. Consideration should be given to the ability to measure ILO outcomes, as they are revised, and to the structure of the learning assessment process as a whole.

3. The college continues to address the sustainability of all initiatives currently supported through the Title III grant. Through the annual budget planning, review, and approval process, the college refines sustainability so that mission fulfillment and institutional effectiveness are met. While the college is effective and attentive to sustainability issues, they should continue to be at the "top of mind" for all of leadership and the College Board.

4. TBCC has been reviewing different products in consideration of implementing a visual data tool accessible online that would summarize college data, present it in a visually appealing way, and provide a means for limited data extraction. This has been integrated into the operations plan but was placed on hold due to personnel changes and realignment. Currently there are numerous changes underway at the state level, with data coding and the redefinition of key variables, in preparation for data requirements for the Voluntary Framework of Accountability. As the college strives to improve access to data and accurate reporting, and makes the required adaptations for the state, the goal to implement a visual data tool for the college should be kept in the forefront of the planning agenda.

Strategic Framework
2020
Approved Feb 2015

Tillamook Bay Community College achieved accreditation status as a fully independent college in January 2014, retroactively effective to the start of the 2013/2014 academic year. With the focus that the accreditation effort provided, the college committed to maintaining its momentum and building on the foundation of collaborative efforts that helped us reach that important milestone. The campus community immediately began casting the vision for 2020, and initiated a review of TBCC's vision, mission, values, core themes and strategic goals as the first step for Year One of the seven-year accreditation cycle.

All college stakeholders have been actively involved in this re-visioning process, which is expected to chart the course for the college for the next seven years of accreditation (2013-2020). The effort was initiated during the college "In-service" day in April of 2014, with a full day of meetings focused on strategic planning. The college community worked together to identify both strengths and gaps in the vision, mission, and core themes that constitute the guiding framework for college planning and the seven-year journey to re-accreditation. Faculty and staff also began the process of identifying values that should guide the college's work over that period. Following that solid start, the College Council continued the intentional work on the strategic plan. In late spring 2014, draft copies were shared with students for their input and feedback. During summer 2014, community partners reviewed and provided feedback on the proposed vision, mission, core themes and values. Two college-wide "in-service" meeting days were then conducted in fall 2014 which synthesized all of these steps, culminating in a final draft of our revised vision, mission, core themes, values and strategic goals. The entire campus subsequently modified and refined the strategic framework which would be used to guide the college's work through the year 2020.

Concurrent with the final self-study accreditation visit in October 2013, the college received notification that it was awarded a five-year Title III grant for $ 2,248,211. Additionally, the college implemented its plan to strengthen its ability to use data and cohort s tracking to enhance opportunities for and decrease barriers to student success. To help realize that goal, TBCC joined the rural Oregon Community College consortium in 2012/2013 to employ "The Achieving the Dream" research. We took our first look at college Achieving the Dream data in the spring of 2013. The college was in a unique position at that time to pause to evaluate its strengths and gaps, and to create a more refined and integrated strategic framework that could guide the college. The college recognized that it needed to become more strategic with its goals to ensure success for students by creating a small, personal learning environment. Title III resources and the associated goals of this grant, the "Achieving the Dream" metrics and plans, Career Pathways, and other grants have all been essential to assist in aligning and creating our highly prized vision and college

mission: student success. TBCC core themes, indicators, and strategic goals have been refined and restructured to underscore the college's over-arching commitment to focus on the success of each and every student. This student success initiative synchronized seamlessly with the eight-person evaluation team that conducted the "Comprehensive Evaluation Visit." The evaluation team made a single recommendation, which reads as follows:

Recommendation. The College has improved its capacity for gathering data and conducting meaningful analysis to improve alignment with indicators, objectives, core themes, and mission fulfillment. The Evaluation Committee recommends that the College continue to refine its planning model to integrate strategic enrollment planning, academic planning, technology planning, and facilities planning within the College's Strategic Framework so that subsequent planning, assessment, and improvement activities are meaningfully developed over the seven-year cycle. (3.A.1; 3.A.3)

The various working committees analyzed several available reference sources that provided information relating to national, state, local and community college trends and projections for the future.   In undertaking this planning process, the goal was to first engage the TBCC community about the challenges of the future, and then create consensus and alignment around needed next steps. A team from the college attended "High Impact Practices" sponsored by Community Colleges Survey of Student Engagement (CCSSE). The college had already implemented all but two of the high impact practices for student success, and yet the success metrics were not increasing. A review led to the realization that the practices at TBCC were there, but they did not create a "fabric" for students, staff or faculty. Specifically, they were a group of "practices" with which the students, staff and faculty did not connect or use to build a culture of success. The planning process provided the opportunity for the collective community to engage in analysis and discussion around success from the front door to the end of second term -- an important threshold beyond which many students were not persisting. External and internal environments were investigated to help inform future directions. A rich dialogue developed during the process that is now providing a valuable medium for the implementation of the college's new core themes. That framework will continue to serve as the navigational tool for the entire organization as we move forward in a chaotic world.

The strategic framework for 2020 sets a course that TBCC staff and faculty will work on together to guide the college. This strategic framework maintains Tillamook Bay Community College's continuing commitment to our comprehensive mission that is focused on student success in learning, transfer education, career and technical education, developmental education, or lifelong learning. It is the commitment to the community that TBCC is their college and their access portal to the education and training they need to meet their career goals.

Any plan is only good if you use it, work it, refine it, and learn from experience. The strategic framework is, and will continue to be, a process to assist all of us at TBCC to stay focused with our energy, talents and use of resources. It is our navigational tool to guide us to our future.
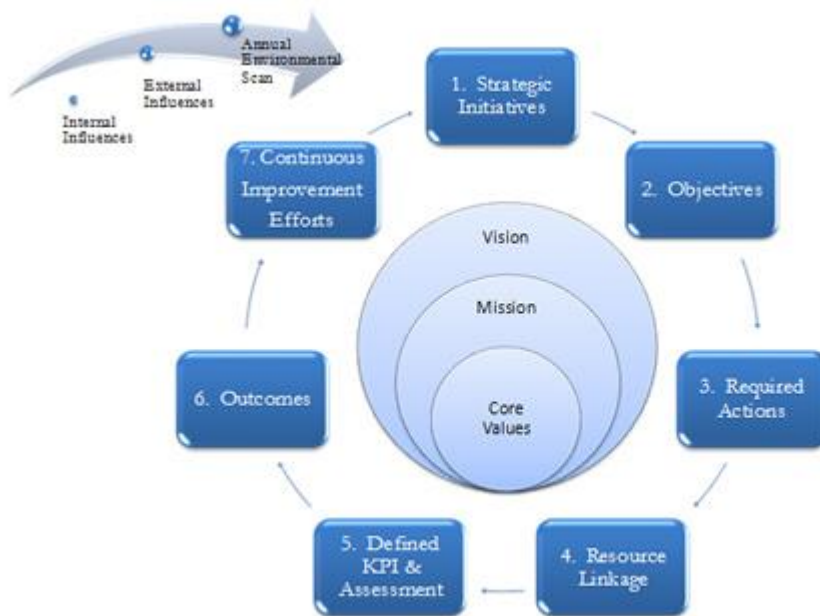
Why do we need a navigational tool? Community college policy, governance, and finance are all undergoing a major sea change. More is being asked of community colleges at the state and national levels. Tillamook Bay Community College's strategic framework provides direction in today's fast changing environment. The framework consists of vision, mission, values, core themes and strategic goals. Each 18 months, operational plans will be developed and followed to assist the college to reach the goals. These plans will assist us in prioritizing and allocating limited resources. The strategic framework supports staff and faculty in focusing their efforts to effectively serve students and the Tillamook County community. The framework needs to be flexible as funding, partners, and college finances are in constant flux.

The proposed *2020 Strategic Framework* is the first step to a process that will ensure that there is a review, discussion, and communication that will provide effective evaluation and point to next steps for College Council and all other college committees.   While this framework is not the final word, it serves as a "true north" guide to provide helpful direction in accomplishing the College's vision and mission.

I would like to express my appreciation to all faculty and staff who have been involved in the planning process. I anticipate that this document will provide strategic direction to enable the College to accomplish its mission in the 21st century.

I invite you to join us in accomplishing our goals. Please contact us with your ideas on creating or expanding a business partnership, hosting an event at the college's conference center, or registering for a class.

Thank you.

Connie Green
President

Tillamook Bay
Community College
Strategic Framework
Table of Contents

Building on our strengths

Tillamook Bay Community College (TBCC) is the smallest community college in Oregon in enrollment and headcount. While it has the smallest population service area in Oregon and the population is generally static in numbers, the Latino and older adults are both growing. TBCC serves a population that has a high percentage of employed adults without high school degree and GED. Poverty is high, and the largest percentage of workers is found in minimum wage retail or entry level food processing positions. Generally speaking, this he community does not have a career college-bound culture. The staffing at the college is exactly what is needed for accreditation. Being small and personal are assets that TBCC brings to the community.

The strengths of TBCC are built on this small, personal learning environment as well as on the community partnerships that helps the college leverage resources. TBCC has community partners for each of the CTE degrees programs. TBCC partners with each of the three high schools and is working with them to create career and college going opportunities for all graduates. TBCC has invested in shared space at each high school. To cement the cooperation and coordination to our collective goals, the boards from the three school districts meet with the College Board, ensuring bridges and options for students.

The Evaluation Committee for Accreditation recognized the strong relationship between college and community in its final accreditation report.

Commendation

The Evaluation Committee commends the College for developing deep and meaningful connections with community partners through fostering a local culture that values the importance of education.

Commendation

The Evaluation Committee commends the administration, staff, faculty, and students of the College for enthusiastically embracing and embodying a spirit of service, engagement, and commitment to the mission of the College and the educational endeavors through which it is fulfilled.

Commendation

The Evaluation Committee commends the College on the development of a college campus that is a center for a culture of collaboration that reflects the progress and hope of the community it serves.

TBCC strategic framework is built on the commitment to small, personal and creating a legacy. TBCC is committed that students can complete their degrees in a two year window. There may be fewer choices but the classes will be small, personal and rigorous. The learning environment will prepare the student for the next step: career, transfer, entrepreneurship or job enhancement skills.

VISION

Tillamook Bay Community College is a local leader in educational excellence and innovation, community advancement, and economic success.

MISSION

Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves the needs of our diverse community.

VALUES

Tillamook Bay Community College values and promotes student success through academic excellence and resourceful teamwork in an environment that is personal and friendly.

STUDENT SUCCESS

TBCC values being keenly receptive and intentionally responsive to students and fully supports achievement of their goals.

ACADEMIC EXCELLENCE

TBCC values rigorous, relevant education and training for students and the community.

RESOURCEFUL TEAMWORK

TBCC values collaboration, effective communication, and the wise use of resources to accomplish our mission.

PERSONAL & FRIENDLY

TBCC values and demonstrates genuine concern and respect for each other, communities we serve, and our students while helping each achieve their potential.

CORE THEMES

- Educational Excellence
- Economic Success
- Leadership, Partnership and Community Engagement

Goals 2020

Educational Excellence, Economic Success, and Leadership, Partnership, and Community Engagement

Goal I: TBCC exhibits year-to-year increases in total student enrollment and full-time student equivalent numbers (FTE) as it enhances its reputation as a small, personal, and technology-advanced learning environment focused on academic excellence.

Potential objectives to support the achievement of Goal I:

1. TBCC will support a variety of flexible and innovative learning modalities that utilize both technology-enhanced, hybrid, and online classes while maintaining instructional consistency, rigor, and integrity. TBCC will schedule program requirements and electives to ensure that full-time students, upon completion of prerequisite work, are able to complete degrees within a two-year timeframe.

2. TBCC will support and foster student engagement in college life and activities, focusing on intentional and personal interactions between students and all college staff.

3. TBCC will provide equitable support to students through online open educational resources.

4. TBCC will effectively market future course offerings, programs, career and educational pathways, and the legacy of our students' experiences in completing their educational goals, ultimately increasing community awareness, partnerships and participation.

5. TBCC will implement and maintain technological resources, including bandwidth, hardware, and software, in response to the needs of all students and all types of learning modalities.

6. TBCC will provide the necessary resources to support faculty, staff, and student learning in technology-enhanced instruction, offering support in instructional design, professional development activities, online tutoring, and advising.

Goal II: TBCC supports students needing pre-collegiate learning and reduces barriers to their achievement of educational goals.

Potential objectives to support the achievement of Goal II:

1. TBCC will develop and implement pre-assessment diagnostic tools and related self-tutoring resources and modules to facilitate the refreshment of specific skills.
2. TBCC will investigate, evaluate, and implement early, alternative, and/or supplemental assessments of student skill levels to enhance accurate placement in pre-collegiate courses. Such activities will be done in light of high school common core assessment.
3. TBCC will support accelerated student completion of remedial levels through the development of compressed course modules, online developmental courses, supplemental review sessions, and other alternate instructional delivery modes.

4. TBCC will support student progression through and successful completion of pre-collegiate courses through the development and provision of tutoring, mentoring and limited case management services.
5. TBCC will implement strategies to reduce barriers to student completion of pre-collegiate/high school courses by utilizing adequate technology and high school connections.

Goal III: TBCC forms and fosters industry, community, and educational partnerships and responds to community needs with the further development of Career Technical trainings and programs that create opportunities for economic growth and success.

Potential objectives to support achievement of Goal III:

1. TBCC will research the feasibility of offering more CTE trainings and courses, and increase the ability for current and potential employees to complete industry certifications, apprenticeships, certificates and degrees in response to industry partner needs and interests.
2. TBCC will increase the quantity and quality of dual credit offerings through cooperation with K12 partners.
3. TBCC will develop and implement professional development opportunities for faculty, high school teachers, and industry adjuncts to ensure academic excellence in all educational offerings, and increase interaction amongst faculty, high school teachers and industry adjuncts.

Goal IV: TBCC exhibits increased student retention and continuous growth in student completion of certificates, degrees and personal educational goals.

Potential objectives to support achievement of Goal IV:

1. TBCC will develop and implement a college-wide, enhanced advising process to identify student needs and improve student retention by building on the existing strengths, expertise and knowledge-base of all employees; implementing an early warning system; and referring students to appropriate college and community support services.
2. TBCC will create clear expectations and processes for students to complete gateway courses within their first 36 credits.
3. TBCC will expand reverse transfer, degree partnerships and articulation agreements with four-year colleges and universities to support student continuation in advanced studies.
4. TBCC will promote student attainment of commonly-accepted industry certifications in occupational areas and complementary credentials that will improve student employment potential.

Goal V: TBCC employs technology-based solutions in conjunction with highly effective interactive learning to assist students and employees in tracking the improving educational processes, assessments and outcomes.

Potential objectives to support achievement of Goal V:

1. TBCC will develop and cultivate a virtual teaching and learning center to facilitate professional sharing and continual improvement of faculty efforts.
2. TBCC will provide professional development for technology enhanced instruction and learning.
3. TBCC will incorporate hybrid, online, and/or technology enhanced delivery for all regularly-scheduled credit classes.
4. TBCC will identify and develop at least one online degree program.

Goal VI: TBCC's technical infrastructure and services support the implementation and growth of technology-based operations, online classes, and support services in all operational areas of the college.

Potential objectives to support achievement of Goal VI:

1. TBCC IT infrastructure will provide the capacity and support for all college operations and support services, and increase college-wide training and support in the effective use of available technology to enhance and streamline workflow.
2. TBCC IT infrastructure will provide the capacity and support for the development of online advising and tutoring services in support of technology-enhanced instruction.
3. TBCC IT infrastructure will provide the capacity and support for TBCC Foundation and Development operations to improve the publication of and review processes for scholarship applications, tracking of resource development opportunities and records, and enhancing their web presence.
4. TBCC IT infrastructure will provide the capacity and support to implement, ensure and maintain critical network security and confidentiality in compliance with regulations and accepted conventions.
5. TBCC IT infrastructure will provide the capacity and support for the identification and implementation of software to convert the process of curriculum review, submission and documentation as well as the process of submission, review and evaluation of course, program and institutional learning outcomes assessments to a digital system.
6. TBCC IT infrastructure will provide the capacity and support for online access and publishing of college-wide performance data through the implementation of Tableau software, with accommodation for ongoing review and potential platform changes.
7. TBCC IT infrastructure will provide a student "degree audit" software to assist in planning and preparation, (CEP, etc.) with a visual dashboard.
8. TBCC IT infrastructure will provide the capacity and support to update, maintain and utilize the college's website in timely, informative and user-friendly ways.

Core Theme Objectives and Measures

In support of the college mission and values, the three core themes of Educational Excellence, Economic Success, and Leadership, Partnership, and Community Engagement aim to:

Create a nurturing and supporting environment for all students that encourages and promotes success in achievement of their educational goals;

Contribute to the economic growth and development of students, community residents, and the entire region;

Cultivate a culture of collaboration that reflects the progress and hope of the community it serves.

College personnel are dedicated to the success of our students in pursuit and completion of their educational goals, leading to their subsequent achievement in life and meaningful contribution to the community's future. The objectives and measures detailed below assist the college team in evaluating college progress toward fulfillment of this goal. Comprehensively, these objectives and measures address the question:

Do the combined efforts of college personnel create a fabric that supports student success and achievement, contributing to the success of our community?

Objectives and Measures for Core Theme 1: Educational Excellence

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
Progress: Students make consistent and timely progress toward their individual educational goals. Query: Are college efforts to support and promote student success evidenced by consistent student progression and sustained efforts term-to-term?	P1: Completed college orientation	P1: ATD; Strategic Goal VI, Objective 7; ATD (Achieving the Dream)	P1: TBCC Student Information System	P1: Quarterly new students
	P2: Pre- and Post-test CASAS score gains	P2: Strategic Goal II, Objective 1; Title II, ATD, OCC AC (Oregon Community Colleges Achievement Compact)	P2: TOPSPro (Tracking of Programs and Students) database	P2: Quarterly
	P3: Student term-to-term persistence	P3: Strategic Goal IV, Objective 1, 2; ATD	P3, P4, P5, P6, P7: TBCC data system (detailed reports, FTE reports); Oregon D4A data system	P3: Quarterly

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Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
Completion: Students exhibit successful completion of degrees, certificates, and/or licensing/certifications or transfer with success. Query: Are college efforts to reduce barriers to student success evidenced in students' successful completion of coursework at key stages, leading to successful completion of credentials or transfer?	C1: Completion of Basic Skills/ESOL	C1: Strategic Goal II, Objective 1; Title II	C1, C2: TOPSPro	C1: Quarterly
	C2: Successful GED applicants	C2: Strategic Goal II, Objective 1, 4; OCC AC, Title II		C2: Quarterly
	C3: Successful completion of pre-college English and Math courses	C3: Strategic Goal II, Objective 1, 2, 3, 4, 5; Strategic Goal IV, Objective 2; OCC AC, ATD	C3: TBCC student information system, Oregon D4A data system	C3: Quarterly
	C4: Successful completion of gateway courses	C4: Strategic Goal IV, Objective 2; ATD	C4, C5, C6: TBCC student information system, Oregon D4A data system	C4: Quarterly
	C5: Associate degree completion	C5: Strategic Goal III, Objective 1, 2, 4; OCC AC, ATD		C5: Annually
	C6: Career and technical degree or certification completion	C6: Strategic Goal III, Objective 1, 2, 4; OCC AC, ATD		C6: Annually
	C7: Licensing/certification rates	C7: Strategic Goal III, Objective 1, 2; Strategic Goal IV, Objective 4; OCC AC, ATD	C7: C8: Oregon D4A Data System; National Student Clearinghouse	C7: Annually
	C8: Transfer rates	C8: Strategic Goal IV, Objective 3; OCC AC		C8: Annually
	C9: Institutional learning outcomes	C9: NWCCU	C9: TBCC Assessment Records	C9: Annually

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
	P4: Student fall-to-fall persistence	P4: Strategic Goal IV, Objective 1, 2; ATD		P4, P5, P6, P7: Annually
	P5: Student successful completion of 15 college-level credits in one year	P5: Strategic Goal IV, Objective 1, 2; OCC AC		
	P6: Student successful completion of 30 college-level credits in one year	P6: Strategic Goal IV, Objective 1, 2; OCC AC		
	P7: Average time to completion	P7: Strategic Goal IV, Objective 1, 2; OCC AC, ATD		
Achievement: Students achieve their educational goals. Query: Are college efforts to reduce barriers to student success evidenced in consistent student achievement in coursework and/ or success after transfer to four-year institutions?	A1: Success in subsequent related coursework in Reading/Writing	A1: Strategic Goal IV, Objective 2; ATD	A1, A2: TBCC student information system; Oregon D4A data system	A1: Annually A2: Annually
	A2: Success in subsequent related coursework in Math	A2: Strategic Goal IV, Objective 2; ATD		
	A3: Achievement of course learning outcomes	A3: NWCCU	A3, A4: TBCC learning outcome assessment records	A3: Quarterly A4: Quarterly
	A4: Achievement of program and Gen. Ed. learning outcomes	A4: NWCCU		
	A5: Performance after transfer	A5: Strategic Goal IV, Objective 3	A5, A6: National Student Clearinghouse Data	A5: Annually A6: Annually
	A6: Progress of transfer students	A6:		

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
Equity and Access: TBCC serves the needs of its diverse community through flexible scheduling and provision of services and course offerings. Query: Are college services and course offerings accessible to students with varying needs?	EA1: Access to student services and early success planning	EA1: Strategic Goal I, Objective 6; Strategic Goal VI, Objective 1, 2, 4; ATD	EA1: TBCC Student Information System;	EA1: Quarterly
	EA2: Access to evening, hybrid and online course offerings	EA2: Strategic Goal 1, Objective 1, 5, 6; Strategic Goal V, Objective 3, 4; Strategic Goal VI, Objective 2, 4; Title III	EA2: TBCC catalog and quarterly course schedules;	EA2: Quarterly
	EA3: Student body demographics relative to community demographics	EA3: Mission	EA3: TBCC student information system; PSU population research center	EA3: Annually
	EA4: Student satisfaction with college services and offerings	EA4: TBCC Mission, Values, Strategic Goal 1, Objective 1, 6; Strategic Goal IV, Objective 1	EA4: CCSSE and SENSE student surveys	EA4: Annually/Biennially?
Equity and Access: The college supports the diverse needs of its community through the provision and promotion of financial aid services, scholarship opportunities, and the use of open educational resources. Query: Is the college successful in reducing economic barriers to student success?	EA5: Publication of financial aid information; Student awareness of financial aid opportunities	EA5: Strategic Goal IV, Objective 1; Strategic Goal VI, Objective 8; NWCCU; Title III	EA5: TBCC student surveys; College website and publications	EA5, 6, 7: Annually
	EA6: Growth in available student scholarships	EA6: Strategic Goal I, Objective 3; Strategic Goal VI, Objective 8; Title III	EA6: College Foundation records	
	EA7: Growth in use of open educational resources for instructional materials	EA7: Strategic Goal VI, Objective 3	EA7: College bookstore textbook records	

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
Equity and Access: The college is recognized as and strives to embody a personal, small and high technology learning community. Query: Does the college cultivate and represent to students a welcoming, personalized, and accessible learning environment?	EA8: Continuous improvement in student perceptions of college as a personal, responsive and high technology learning community	EA8: TBCC mission, values, Strategic Goal VI, Objective 1	EA8: Student Surveys including SENSE and CC-SSE	EA8: Annually or Biennially
	EA9: Growth in college IT infrastructure and capacity	EA9: Strategic Goal VI, Objective 2; Title III	EA9: Title III progress reports	EA9: Biennially
	EA10: Growth in number of courses using technology-enhanced, hybrid, and on-line instructional methods	EA10: Strategic Goal VI, Objective 2, 4; Title III	EA10: TBCC Quarterly course schedules	EA10: Annually
	EA11: Professional development opportunities for faculty and staff	EA11: Strategic Goal I, Objective 6; Strategic Goal III, Objective 3; Strategic Goal V, Objective 1, 2; Title III	EA11: Title III progress reports; TBCC records	EA11: Annually

Objectives and Measures for Core Theme 2: Economic Success

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
Progress: Student selection and pursuit of educational goals is informed by an awareness of potential careers, entry level requirements and employer expectations, and the optimal educational pathway to achieve those goals. Query: Does the college assist and support students in understanding their own potential in terms of careers and employment opportunities, and of the pathway to achieve these goals?	P1: Completed career education plan P2: Career advising services	P1, P2: Strategic Goal I, Objective 4; Strategic Goal VI, Objective 7	P1: CCSSE and SENSE student surveys; TBCC student information system P2: TBCC student information system	P1: Quarterly, Biennially or as survey administered P2: Annually
Completion: Students complete certificate, degree, and/or certifications adequately prepared for today's workforce (employability) and/or qualified for career advancement. Query: Does the college learning environment support a growing number of degree and certificate completions, with students prepared, upon completion to excel in the workplace?	C1: Career and technical degree or certification completion C2: Licensure/certification Rates C3: Number of students gaining employment	C1: Strategic Goal VI, Objective 2; OCC AC, ATD C2: Strategic Goal VI, Objective 2; OCC AC, ATD C3: Strategic Goal 4, Objective 4; OCC AC projected: measurement means under development	C1: TBCC student information system; Oregon D4A data system C2: Oregon Health Authority (others to be developed) C3: TBD	C1: Annually C2: Annually C3: Annually (upon development)

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Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
Achievement: College offerings and support services promote and advance local business growth, thereby promoting the economic success of the region. Query: Does the college provide meaningful support to business growth and advancement of the region?	A1: Hours of contract training provided A2: Customized training employer satisfaction A3: Small businesses served by SBDC A4: Employer satisfaction with TBCC student employees	A1: Strategic Goal III, Objective 1,4 A2: Strategic Goal III, Objective 1,4 A3: Strategic Goal III, Objective 1, 4 A4: Strategic Goal III, Objective 1,4	A1: TBCC student information system A2: TBCC employer survey A3: TBCC SBDC records A4: TBCC employer survey	A1, A2, A3, A4: Annually

Objectives and Measures for Core Theme 3: Leadership, Partnership and Community Engagement

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
Progress: TBCC personnel embrace and embody a spirit of service, engagement, and commitment to the community and the college mission. Query: Are college personnel effective ambassadors of the college and contributors to the social fabric of the community?	P1: Interaction with community service partners, including Regional Solutions, WorkSource, and SBDC P2: TBCC personnel involvement in community, service and social activities P3: Community events hosted at TBCC	P1: Strategic Goal III P2: Strategic Goal I, III P3: Strategic Goal III	P1: Documentation of meetings with community service partners and advisory committee meeting membership/minutes P2: Annual survey of college employees regarding community involvement P3: Documentation of on-campus community events	P1, P2, P3, and P4: Annually
Progress: TBCC service area employers and community members are actively engaged in college educational endeavors (program advisory committees, the provision of internships and work-based learning activities, tutoring and mentorship services, and class presentations/ speaking engagements). Query: Does the college foster a local culture that values the importance of education by developing deep and meaningful connections with community partners?	P4: Employer engagement and participation in educational programs, support services and student success	P4: Strategic Goal III	P4: Advisory committee meeting membership and meeting minutes; community participation in tutoring and learning activities	

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
Completion: TBCC students gain an understanding of social responsibility through participation in service and work-based learning projects. Query: Do college instruction and support services foster in students a commitment to community service and contribution?	C1: Service learning, work-based learning, internships, and cooperative work experience opportunities integrated into instruction and into program outcomes C2: Student participation in volunteer and service learning activities	C1, C2: Strategic Goal I, Objective 2	C1, C2: TBCC student information systems; Program learning outcomes; Assessment records	C1, C2: Annually
Achievement: The College is a center for a culture of collaboration that reflects the progress and hope of the community it serves. Query: Is the college an integral component of and contributor to the advancement of the community?	A1: Employer surveys, community forums, CC-SSE, SENSE and student surveys	A1: College vision	A1: Qualitative survey results	A1: Annually/biennially

TBCC Mission Fulfillment & Institutional Effectiveness Report
Sept. 6, 2016

Overview: The Mission Fulfillment and Institutional Effectiveness Report

The Tillamook Bay Community College Mission Fulfillment and Institutional Effectiveness report reviews college performance toward the fulfillment of its Mission and Core Themes through the achievement of its stated goals and objectives.

Part I presents an overview of the college's service area demographics, industry profile, and income and education levels. Demographics of the college student population and the area high schools it serves are also included.

Part II provides the college's Mission, Vision, Values, and Core Themes. These represent a statement of philosophy and guidance for college operations and decision-making into the future.

A brief overview of the college's Strategic Planning and Mission Assessment process is presented in Part III, with a visual aid summarizing the process.

As this report is prepared at the end of the 18-month planning period, Part IV updates the status of departmental activities that were identified at the beginning of the planning period to support the achievement of goals and objectives and move the college closer to the achievement of its Core Themes and fulfillment of its mission.

Part V summarizes the analysis and assessment of college performance on Core Theme measures, and responds to the broad query that evaluates the college's overall progress toward the achievement of Core Theme outcomes.

Detailed assessment of progress on Core Theme outcomes, along with data summaries and qualitative reports, are contained in Part VI of the report.

Report Data

Data utilized in reporting represent a snapshot in time. Differing data sources may represent records captured at different points in time during the academic year, with resulting different total numbers of records. At the end of an academic quarter or year, records continue to be updated, changes of grades processed, incomplete grades adjusted, and course equivalencies evaluated. Errors or inconsistencies continue to be identified and resolved. The resulting small variance in total records and percentages between data sources is, in most cases, not significant and does not impair the overall integrity of the results, which are being utilized primarily for comparison and evaluation of progress toward goal achievement and mission fulfillment.

Data sources in this report include data from the Higher Education Coordinating Commission's (HECC) D4A data system for community colleges, the college's internal student information system, US Census records, and qualitative surveys including CCSSE (administered every three years), SENSE (administered every three years), and the college's student satisfaction survey, which is administered annually. Faculty records on student, program, and institutional learning outcomes are also reviewed and analyzed on an annual or triennial basis.

To preserve student confidentiality and comply with FERPA regulations, in cases where student representation is equal to less than five students data is not reported (NR). In most cases data definitions and sources are provided in the notes immediately following the table or graphic with which they are associated.

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Part I: TBCC and its Environment

Tillamook Bay Community College

Located on Oregon's northwest coast, Tillamook Bay Community College began operations in 1974 as a satellite campus of Clatsop Community College. In early 1981, however, Clatsop announced it would discontinue services to the Tillamook County area that June. In response to the community desire to have a center for higher education in the county, voters established the Tillamook Bay Area Education District in March 1981.

As a small, fledgling college, TBCC operated under a contract for accreditation through Portland Community College (PCC) for many years. While the college benefited from this arrangement in its early, formative years, under PCC regulations TBCC was authorized to offer only programs and courses offered by its parent college. These offerings were, appropriately for PCC, tailored to a large metropolitan area with a more diverse population and a wider scope of businesses and industries than are present in TBCC's service area. The scope of offerings and degree choices were not reflective of TBCC's small, highly rural community, based largely in agriculture and food manufacturing/production, or of a tiny community college with limited resources and capacity.

With the community's desire for its college's offerings and services to more closely reflect its community, TBCC began the process to seek independent accreditation status in May of 2006 with an Application for Consideration submitted to the Northwest Commission on Colleges and Universities (NWCCU). The application was accepted in July 2006. The evaluation for Initial candidacy was submitted in October 2008 and the College became a Candidate for Accreditation in January of 2009 and began preparing for its first Comprehensive Interim Candidacy Evaluation (CICE). After the CICE in May 2010, TBCC began preparation for its second Comprehensive Interim Candidacy Evaluation, scheduled for fall 2011. After the Evaluation in October 2011, TBCC then began preparations for the Initial Accreditation Evaluation scheduled for fall 2013 and became fully accredited in January 2014. This ten year journey of regular self-reviews and improvement has created an environment of continuous improvement.

In 2007 Tillamook County voters passed a capital construction bond to finance the construction of a new college building. A portion of the proceeds of the construction bond were allocated for the construction of TBCC service locations in north and south Tillamook County. The college entered into an agreement with Tillamook School District to renovate Tillamook High School's Career Technical building and expand opportunities for shared use, and in 2008 the newly renovated Career and Technical Center was completed. Construction was begun on the new college building, and TBCC moved to its current location in winter 2010. In 2011 TBCC opened TBCC South at Nestucca Valley High School in Cloverdale, and the following year the TBCC North location at NeahKahNie High School in Rockaway Beach began operation.

In 2013, TBCC received a federal Title III grant award of $ 450,000 per year for a period of five years to implement systems improvements and technical innovations in programs, services, and operations. The grant has funded numerous initiatives and systems improvements intended to move the college to its next stage of development and, through a LEAN approach to efficiencies and technical innovation, help to ensure college sustainability.

In January 2014 NWCCU approved Tillamook Bay Community College's accreditation as an independent college, and TBCC celebrated its first graduating class in June of that year. The same month the college hired a new Chief Academic Officer, after a period of academic leadership transition and temporary personnel in the position.

With its new status and new leadership in place in the academic area, the college began the process of re-visioning itself as an independent college dedicated to the unique nature of its small, rural community and its students. Its mission statement, vision, values, and core themes were reviewed in numerous college and community forums. Strategic goals and objectives were formulated to support the fulfillment of TBCC's mission and core themes. The college's new Strategic Framework was developed and approved by the Board in early 2015. The framework is intended to guide the college's operations and decision-making over the period of the next five years, with a new strategic plan to be developed in 2020.

As the college had previously been required to adopt and follow practices in place at its former parent college, TBCC also undertook the development of processes, policies, procedures, and systems that were scaled to the college's own operations and its community. The college has elected to pursue a LEAN improvement approach to this process, and resources provided through the Title III grant are supporting this ongoing effort.

In fall 2014 the college launched its first locally designed and developed program, Agriculture and Natural Resources, a partnership between the college and Oregon State University. The college's first graduate in this program completed in June 2016.

The college has approximately 2,000 students annually, distributed between transfer and career technical degree programs, post-secondary remedial coursework, and community and continuing education classes. Transfer degrees offered include the Associate of Arts Oregon Transfer, the Associate of General Studies, the Associate of Science Oregon Transfer degree in Business Administration, and the Associate of Applied Science programs. Career technical programs include Agriculture and Natural Resources (launched in fall of 2014), the online Business Administration degree (launched fall 2015), the Criminal Justice and Public Safety degree (redesigned in spring 2016 and approved summer 2016), and the Manufacturing and Industrial Technology degree (redesigned in spring of 2016 and approved in summer of 2016). The college's Hospitality, Tourism and Recreation Management degree is currently under review and redesign is in process.

College programs, services and operations are provided through the combined efforts of 30 full-time employees and 48 part-time employees, including 42 adjunct faculty.

Tillamook Bay Community College celebrated its 35th anniversary in 2016. A new building is slated for completion February 2017. The Partners for Rural Innovation Center is an 11,000 square-foot multi-use facility that will house OSU Extension/Open Campus, TBCC's Agriculture and Natural Resources degree program, the Small Business Development Center, Tillamook County Economic Development Center and the Visit Tillamook Coast tourism team. It will be a central learning center for Tillamook County residents from 4-H youth, community college students, small business owners to senior citizens and a hub for business and economic development. This new endeavor will impact thousands of individuals of all ages and levels of education as well as businesses and entrepreneurs through services, learning and training opportunities that will be offered at the new facility.

TBCC Service Area: Tillamook County

Tillamook Bay Community College (TBCC) serves the county of Tillamook on the northwest coast of Oregon. A rural county abundant in natural resources including timber, farmland, and fish and wildlife, the county is bordered on the west by the Pacific Ocean and on the east by the Coast mountain range. Five major rivers flow into the ocean at Tillamook Bay. The area is known for its abundant fisheries and hatcheries, and draws significant tourist traffic during the spring and summer months.

To the north along the coast is Clatsop County, with Clatsop Community College located in Astoria, 65 miles and an hour and a half drive from the town of Tillamook, at the center of the county. Tillamook County is bordered on the south by Lincoln County, served by Oregon Coast Community College, with approximately an hour drive to their Lincoln City center and two hours to their main campus in Newport. Route 101, the two-lane scenic coastal route, is the only road that traverses the 51 miles from the north border to the southern edge of the county.

Tillamook County's population has remained relatively stable over the past five years, with only a 0.4 percent annual growth rate between 2010 and 2015. The population grew from 25,423 residents in 2011 to 25,653 in 2015 (http://factfinder.census.gov). The county's population is spread over an area of 1,333 square miles (1,102 square miles of land area), with a population density of only 23 residents per square mile.

TBCC is located in the county seat of Tillamook, the county's largest town, with a population of 4,935 in 2016 (https://www.suburbanstats.org/population/Oregon). Tillamook lies at the terminus of Highway 6, the primary east-west artery to the Portland area, and is the home to well-known Tillamook Cheese, operated by the Tillamook County Creamery Association, a cooperative of the dairy farmers in the county.

Table 1: Tillamook County Population by Gender, 2011 – 2015

Tillamook County Population and Gender Distribution, 2011 to 2015					
	2011	2012	2013	2014	2015
Total	25,423	25,338	25,360	25,378	25,653
Male	50.3%	50.5%	50.4%	50.4%	49.9%
Female	49.7%	49.9%	49.8%	49.8%	49.2%

Source: http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk .

Tillamook County's population is distributed evenly between male and female (see Table 1 above). The racial makeup of the county is primarily White, with the percentage of the population that self-identifies as of Hispanic/Latino ethnic origin at 10.7 percent (see Table 2 below). This percentage exhibits a slight increase over the five year period.

Table 2: Tillamook County Population by Race/Ethnicity, 2011 - 2015

	2011	2012	2013	2014	2015
Total (with Hispanics distributed according to claimed race)	25,423	25,338	25,360	25,378	25,653
Amer. Indian/Alaskan Native	1.4%	1.5%	1.5%	1.6%	1.6%
Asian	0.9%	0.9%	0.9%	1.0%	1.1%
Black or African American	0.4%	0.5%	0.5%	0.5%	0.6%
Native Hawaiian/other Pacific Islander	0.3%	0.2%	0.3%	0.3%	0.3%
White	94.9%	94.6%	94.0%	94.0%	93.8%
Two or More Races	2.2%	2.2%	2.6%	2.6%	2.7%
Hispanic Ethnicity*	9.4%	9.6%	10.3%	10.3%	10.7%

Source: http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk .
*Note: "Hispanic" is considered an ethnicity, rather than a race. The proportion of the population reporting Hispanic ethnicity is presented here; however, the race that these individuals claim is represented in the reported racial identifications. Therefore the percentages including those reporting Hispanic ethnicity will add up to more than 100%.

The age distribution of Tillamook County, presented in Table 3 below, indicates that the majority of the population is in in the late career stage, retired, or under the age of 19 (combined percentages equal 61 percent). Approximately 39 percent of population represents the core of the labor force in the county (aged 20 years to 54 years).

Table 3: Tillamook County Population Age Distribution

Age Category	2015
Under 19 years of age	21.4%
20-24 years of age	4.4%
25-44 years of age	21.0%
45-54 years of age	13.5%
55-64 years of age	18.0%
65 years of age or older	22.2%

Source: US Census American Community Survey, 2010-2014. .

Tillamook County's average weekly wage in the fourth quarter of 2015 was $703, compared to the state average of $979 per week (see Table 4 below). Tillamook County's coastal neighbors, Clatsop and Lincoln counties, exhibit comparable average weekly wages. With higher average weekly wages present in the larger and nearby Multnomah, Clackamas, and Washington counties, Tillamook County is subject to youth flight and erosion of its labor pool.

Table 4: Selected Oregon Counties' Average Weekly Wage, 2015 Fourth Quarter

	Average Weekly Wage ($)
Oregon state average	979
Lincoln County	686
Tillamook County	703
Clatsop County	709
Clackamas County	998
Multnomah County	1,099
Washington County	1,285

Source: United States Bureau of Labor Statistics. http://www.bls.gov/regions/west/news-release/countyemploymentandwages_oregon.htm

The top three sectors in terms of employment in Tillamook County are manufacturing, accommodation and food services, and retail trade (see Table 5 below). However the sectors with the highest average annual wage are the manufacturing sector, the agriculture, forestry, fishing and hunting sector, and the construction sector. The industry cluster with the largest projected growth rate, leisure and hospitality, offers a lower than county average wage.

Table 5: Top Employment Sectors, Tillamook County, 2014

	Number of establishments	Paid employees	Average annual wage ($)
Total for all sectors	702	6,600	33,253
Top sectors in employment (200+ paid employees):			
Manufacturing (including food)	35	1,321	48,548
Accommodation and food services	125	1,138	18,028
Retail trade	111	1,128	22,054
Construction	94	336	39,827
Other services (including law enforcement but not public administration)	67	266	19,657
Administrative and support and waste management and remediation services	22	249	24,333
Agriculture, forestry, fishing and hunting	21	238	45,319

Source: US Census Bureau, County Business Patterns. Release date: April 21, 2016.

Tillamook County's poverty rate grew from 16.2% in 2011 to 17.5% in 2014 (US Census Bureau figures). The county's highest education level attained is presented below in Table 6 for different age groups. A breakdown by gender is also shown, with comparative poverty rates for the different genders at each educational level.

Table 6: Tillamook County Working Age Population – Education and Poverty Rates, 2014 Estimates

Tillamook County, Oregon	Total (Est.)	Male (Est.)	Female (Est.)
Population 18 to 24 years	1,670	945	725
Less than high school graduate	19.3%	17.7%	21.5%
Population 25 years and over	18,819	9,290	9,529
Less than high school graduate	10.5%	12.3%	8.7%
Poverty rate	32.6%	28.0%	38.3%
High school graduate (includes equivalency)	37.4%	37.2%	37.6%
Poverty rate	17.0%	10.9%	22.6%
Some college or associate's degree	32.6%	30.5%	34.6%
Poverty rate	13.9%	12.4%	15.0%
Bachelor's degree	12.7%	11.7%	13.7%
Poverty rate	5.0%	8.2%	1.6%

Source: 2010-2014 American Community Survey (ACS) 5-year Estimates, US Census Bureau.

The comparison between education levels and poverty rates above is revealing. Note that among the population aged 18 to 24 years, 19.3% have not obtained a high school credential. For more than a third of the working population (37.4 percent), a high school diploma (or its equivalent) is the highest level of education attained. While the percentage living in poverty declines dramatically with the possession of a high school credential, it still remains at 17 percent overall, with the poverty rate at this level for women as much as 12 points higher (22.6 percent) than the rate for males (10.9 percent). Poverty rates remain higher for women than for men until the woman attains a bachelor's degree, at which point the poverty rate for men becomes higher.

Table 7: Tillamook County Median Earnings by Education Level, 2014

	Overall	Male	Female
Population 25 years and over: median annual earnings	$ 28,780	$ 35,080	$ 22,419
Less than high school graduate	$ 17,209	$ 23,868	$ 10,307
High school graduate (includes equivalency)	$ 28,471	$ 36,846	$ 20,366
Some college or associate's degree	$ 27,978	$ 32,614	$ 22,439
Bachelor's degree	$ 31,554	$ 34,241	$ 30,000
Graduate or professional degree	$ 45,926	$ 41,563	$ 47,727

Source: 2010-2014 American Community Survey (ACS) 5-year Estimates, US Census Bureau. Note that median earnings differ from an average rate: the median represents the mid-range value in the data set.

Table 7 above shows median annual earnings for different education levels. Median earnings for the working age population in the county are clearly correlated to education levels, with income increasing with higher education levels. Note, however, the divergence among male and female income levels, with female income levels being significantly lower than that of the male population below the bachelor's degree level. For the population possessing a graduate degree, female median annual earnings exceed those for males.

Tillamook County High Schools

Tillamook County is home to three traditional high schools: Tillamook High School, situated in the town of Tillamook and in close proximity to TBCC; NeahKahNie High School, located in the northern part of the county in Rockaway Beach; and Nestucca Valley High School, located in the southern part of the county in the town of Cloverdale.

TBCC has a close and collaborative working relationship with the county high schools. In 1995 the college joined the Tillamook Educational Consortium, a working partnership with the three school districts. The next year TBCC developed its Dual Credit program, providing concurrent credit options for high school students. Dual credit offerings continue to grow. The college also provide pathways for high school programs of study into its career technical programs. College and high school personnel work closely together on a regular basis.

Of the three high schools, Tillamook High School enrolls the largest number of students (624 in 2015-16), while NeahKahNie and Nestucca Valley high schools are approximately the same size (236 and 237, respectively, in 2015-16) in student

enrollment (see below). The high schools mirror each other in terms of gender distribution, with male students making up between 44-46 percent of the student population, and female students representing in the range of 54-55 percent (see Table 8 below).

Table 8: Tillamook County High Schools: Enrollment and Gender Distribution, 2011-2016

	2011-12	2012-13	2013-14	2014-15	2015-16
NeahKahNie High School					
Enrollment	189	186	204	201	236
Male	52.38%	53%	52%	54%	55.90%
Female	47.62%	47%	48%	46%	44.10%
Nestucca Valley High School					
Enrollment	275	250	219	229	237
Male	56.00%	54%	53%	53%	54.40%
Female	44.00%	46%	47%	47%	45.60%
Tillamook High School					
Enrollment	686	691	614	635	624
Male	53.50%	56%	55%	53%	53.50%
Female	46.50%	44%	45%	47%	46.50%

Source: http://www.ode.state.or.us/search/page/?=3225

Tillamook County High Schools Ethnic Distribution, 2012-2016

While the student population of all three high schools reflects the high representation of Whites in the county population, there are differences in the representative distributions of the White and Hispanic/Latino student population between the high schools (see Table 9 below). Tillamook High School has a higher percentage of students self-identifying as Hispano/Latino ethnicity (note that percentages in demographics tables may total more than 100% due to dual-reporting). Since Tillamook High School is a primary feeder to TBCC, this indicates that the student population of the college will become correspondingly more diverse as younger generations complete high school and choose TBCC as their next step. Note that county report figures are reflective of the ability to identify as of the White race and of Hispanic identity.

Table 9: Tillamook County High Schools: Comparative Hispanic/Latino Student Representation, 2015-16

	NeahKahNie HS	Nestucca Valley HS	Tillamook HS	County (2015)
% White	81.4%	81.4%	68.8%	93.8%
% Hispanic/Latino	11.0%	19.0%	23.7%	10.7%
Total	236	237	624	25,653

Source: http://www.ode.state.or.us/search/page/?=3225

Tillamook High School's racial/ethnic distribution among enrolled students is shown below in Table 10. There is a consistent representative percentage distribution between the White race and Hispanic/Latino ethnicity over the five year period.

Table 10: Tillamook High School Racial / Ethnic Distribution, 2012-2016

	2011-12	2012-13	2013-14	2014-15	2015-16
% American Indian/Alaskan Native (Non-Hispanic)	1.90%	1%	1%	1%	1.4%
% Asian (Non-Hispanic)	1.02%	1%	1%	1%	1.3%
% Pacific Islander (Non-Hispanic)	0.29%	0%	1%	1%	0.6%
% Black/African American (Non-Hispanic)	0.29%	1%	1%	1%	0.8%
% Hispanic/Latino	24.34%	25%	26%	24%	23.7%
% White (Non-Hispanic)	69.68%	68%	66%	69%	68.8%

% Multiracial (Non-Hispanic)	2.48%	3%	4%	3%	3.4%

Source: http://www.ode.state.or.us/search/page/?=3225

While the racial/ethnic distribution of Tillamook High School's student population has remained stable over the past five years, there are signs of changes in NeahKahNie's student representation (see Table 11 below). The percentage of students identifying themselves as of Hispanic/Latino ethnicity is smaller than that of the Tillamook High School population, and it appears to be showing signs of a downward trend. The percentage of students identifying as White appears to be growing in a corresponding fashion.

Table 11: NeahKahNie High School Racial / Ethnic Distribution, 2012-2016

NeahKahNie High School Student Demographics, 2012-2016					
	2011-12	2012-13	2013-14	2014-15	2015-16
% American Indian/Alaskan Native (Non-Hispanic)	2.12%	3%	2%	1%	1.3%
% Asian (Non-Hispanic)	1.59%	1%	0%	1%	1.3%
% Pacific Islander (Non-Hispanic)	0.53%	0%	0%	0%	0.8%
% Black/African American (Non-Hispanic)	1.06%	2%	1%	1%	0.8%
% Hispanic/Latino	12.17%	12%	15%	13%	11.0%
% White (Non-Hispanic)	77.25%	78%	76%	78%	81.4%
% Multiracial (Non-Hispanic)	5.29%	4%	5%	4%	3.4%

Source: http://www.ode.state.or.us/search/page/?=3225

The racial / ethnic distribution of the student body of Nestucca Valley High School (see Table 12 below) indicates that the majority of its students identify themselves as White, while 19 percent of students claim Hispanic/Latino ethnicity (percentages add up to more than 100 percent due to dual reporting). In terms of racial and ethnic distribution, Nestucca Valley High School and Tillamook High School are more similar to each other than to NeahKahNie High School, in the more northern part of the county.

Table 12: Nestucca Valley High School Racial / Ethnic Distribution, 2012-2016

Nestucca Valley High School Student Demographics, 2012-2016					
	2011-12	2012-13	2013-14	2014-15	2015-16
% American Indian/Alaskan Native (Non-Hispanic)	1.82%	3%	4%	3%	3.4%
% Asian (Non-Hispanic)	0.36%	0%	0%	0%	0.4%
% Pacific Islander (Non-Hispanic)	0.73%	0%	0%	0%	0.4%
% Black/African American (Non-Hispanic)	1.45%	1%	1%	1%	1.3%
% Hispanic/Latino	15.27%	16%	17%	18%	19.0%
% White (Non-Hispanic)	77.25%	78%	76%	78%	81.4%
% Multiracial (Non-Hispanic)	5.29%	4%	5%	4%	3.4%

Source: http://www.ode.state.or.us/search/page/?=3225 . Note that percentages may add up to more than 100% due to dual identification.

TBCC Enrollment and Student Body Demographics

While the enrollment decline in community colleges nationwide is mirrored among the Oregon Community Colleges, TBCC has experienced a relatively greater decline than most. Because the college is so small, the same quantity decline in FTE represents a

larger percentage of the whole for the college, and can affect the revenue stream accordingly. The college has implemented an array of measures to increase recruitment, retention, and persistence, including the redesign of all of its CTE programs, increased contact with students at critical junctures throughout the quarters and school year, the development of an annual course schedule so students can better plan their studies, and a number of measures to increase educational access. It is expected that the further development of all these initiatives will yield improvements in student achievement, completion, and overall enrollment.

Table 13: TBCC Annual FTE, 2012-16

	2011-12	2012-13	2013-14	2014-15	2015-16
Total FTE	557.10	505.00	497.58	455.49	394.53
Total Reimbursable	552.71	498.36	492.33	448.05	386.28
Enrollment	2324	2339	2079	2287	1988

Source: Higher Education Coordinating Commission D4A data reporting system. 2015-16 figures are projections based on preliminary submissions to the D4A system.

The gender distribution of TBCC's student body indicates that females outnumber male students almost two to one (see Table 14 below). The county's population, however, is split almost evenly between the two genders. The income and education levels for the county indicate that younger females in the county have a significantly greater chance of having lower education levels and higher poverty rates. Income levels for females in Tillamook County are also significantly lower than those of male residents. This is a high need population for whom success at TBCC could bring higher income earning potential and a changed future. They also represent an as yet untapped source for skilled labor for the county.

Table 14: TBCC Total Enrollment and Gender Distribution, 2011 - 2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Not Reported	1.1%	1.0%	1.0%	0.4%	0.6%
Male	33.2%	34.8%	33.7%	32.2%	34.6%
Female	65.7%	64.2%	65.3%	67.4%	64.9%
Total	2324	2339	2079	2287	1988

Source: Higher Education Coordinating System D4A data reporting system. * Note: 2016-2016 figures are projections based on TBCC internal student information system, prior to finalized state reporting for the year.

A review of the age group distribution among the student population is presented in Table 15 below. The percentage representation of seniors (those aged 65 years or older) has increased steadily over the period. The percentage of traditional-aged students (18-21 years) is exhibiting growth as well, while those in mid to late career stage are showing some decline. The decline in high school-aged students may be result of some dual credit enrollment shift to regional initiatives such as the Western Promise and the NW Promise. The percentage increase in those aged 65 and older may be attributable to a rise in enrollment in Community Education – Health and Fitness classes.

Table 15: TBCC Enrollment by Age Group, 2011-2016

	2011 - 12	2012 - 13	2013 - 14	2014 - 15	2015-16*
Not Reported	1.7%	2.1%	2.8%	1.0%	2.4%
< 18 (High School)	6.9%	6.5%	6.8%	6.4%	4.0%
18-21 (Traditional)	12.2%	13.4%	13.1%	11.8%	16.0%
22-34 (Early-Career)	19.6%	19.2%	18.8%	16.7%	16.6%
35-49 (Mid-Career)	17.7%	19.5%	17.3%	17.1%	15.2%
50-64 (Late-Career)	24.6%	21.5%	21.1%	21.3%	18.5%
65+ (Seniors)	17.3%	17.8%	20.1%	25.7%	27.4%
Total	2324	2339	2079	2287	1988

Source: Higher Education Coordinating System D4A data reporting system and TBCC Student Information System. Note: 2016-2016 figures are projections based on TBCC internal student information system, prior to finalized state reporting for the year.

Records of race and ethnicity for TBCC students are most accurate for the last two years (see Table 16 below). Note the high percentage of race and ethnicity "Not Reported" category for the years 2011-2014, with a corresponding drop during the year 2014-2015. This discrepancy is due to efforts to improve demographic reporting in community and continuing education registrations. The dramatic increase in representative percentages of Whites is most probably attributable to this improvement in reporting as well – as the number of "Not Reported" figures declined, a simultaneous increase in seen in other categories. The White race and the Hispanic/Latino ethnicity have the greatest representation in the college student population. However the Hispanic/Latino percentage of TBCC students is far lower than the Hispanic/Latino representative percentage at Tillamook and Nestucca Valley High Schools (23.7 and 19 percent, respectively). These figures may indicate that the college could anticipate greater representation among the Hispanic/Latino population in the future.

Table 16: TBCC Total Student Enrollment by Race/Ethnicity, 2011-2016

	2011 - 12	2012 - 13	2013 - 14	2014 - 15	2015-16*
Not Reported	16.8%	21.2%	22.6%	7.8%	2.1%
Multi-Racial/Ethnic	0.7%	0.8%	0.5%	0.5%	1.7%
American Indian Or Alaskan Native	1.8%	1.2%	1.3%	1.1%	1.4%
Asian	0.9%	0.8%	0.6%	0.7%	0.9%
Black	0.2%	0.2%	0.3%	0.3%	0.7%
Hispanic Or Latino	6.3%	7.7%	7.2%	8.3%	9.7%
International	0.3%	0.6%	0.7%	0.7%	0.9%
Pacific Islander	0.3%	0.2%	0.2%	0.1%	0.2%
White	72.7%	67.3%	66.6%	80.5%	82.5%
Total	2324	2339	2079	2287	1988

Source: Higher Education Coordinating System D4A data reporting system and TBCC Student Information System. Note: 2016-2016 figures are projections based on TBCC internal student information system, prior to finalized state reporting for the year.

Part II: Tillamook Bay Community College Mission, Vision, Values, and Core Themes

VISION

Tillamook Bay Community College is a local leader in educational excellence and innovation, community advancement, and economic success.

MISSION

Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves the needs of our diverse community.

VALUES

Tillamook Bay Community College values and promotes student success through academic excellence and resourceful teamwork in an environment that is personal and friendly.

STUDENT SUCCESS

TBCC values being keenly receptive and intentionally responsive to students and fully supports achievement of their goals.

ACADEMIC EXCELLENCE

TBCC values rigorous, relevant education and training for students and the community.

RESOURCEFUL TEAMWORK

TBCC values collaboration, effective communication, and the wise use of resources to accomplish our mission.

PERSONAL & FRIENDLY

TBCC values and demonstrates genuine concern and respect for each other, communities we serve, and our students while helping each achieve their potential.

CORE THEMES

Educational Excellence
Economic Success
Leadership, Partnership and Community Engagement

CORE THEME OBJECTIVES AND MEASURES

In support of the college mission and values, the three core themes of Educational Excellence, Economic Success, and Leadership, Partnership, and Community Engagement aim to:

Create a nurturing and supporting environment for all students that encourages and promotes success in achievement of their educational goals;

Contribute to the economic growth and development of students, community residents, and the entire region;

Cultivate a culture of collaboration that reflects the progress and hope of the community it serves.

College personnel are dedicated to the success of our students in pursuit and completion of their educational goals, leading to their subsequent achievement in life and meaningful contribution to the community's future. Core Theme objectives and measures assist the college team in evaluating college progress toward fulfillment of this goal. Comprehensively, these objectives and measures address the question:

Do the combined efforts of college personnel create a fabric that supports student success and achievement, contributing to the success of our community?

Part III: TBCC Strategic Planning and Mission Assessment Process

TBCC's Mission, Vision, Core Themes, and Values were revisited in summer and fall 2014, subsequent to the award of accreditation as an independent college, and with broad input from all constituencies.

Once consensus was achieved in this foundational planning, the college's new Strategic Framework was formulated, reviewed, and finalized through a college-wide process in early 2015. Consensus was reached on six over-arching goals and accompanying objectives to realize the college Core Themes and Mission and to guide the college's operations and educational philosophy over the coming five year period. The strategic goals clearly focus the college on student success and ways that the college can, as a whole, create a small and personal, technology enhanced learning environment that supports student achievement.

In spring and summer of 2015 departments developed and submitted their first 18-month operations plans to support the achievement of the strategic goals and objectives. These operations plans are reviewed and progress reports submitted on a quarterly basis. New operations plans are developed every 18 months to continue work on previous activities, if needed, and to address other goals and objectives that may not have been addressed by the department in its prior operations plan.

Departmental activities to achieve goals and objectives are evaluated through regular reporting and analysis of the measures linked to Core Theme achievement, in curriculum and assessment meetings, College Council and leadership team meetings, and at Board of Education meetings. A status update on departmental activities is presented in Part IV of this report. Part V summarizes the evaluation of progress toward the achievement of Core Theme outcomes. A detailed reporting on each outcome measure is provided in Part VI.

A visual representation of the strategic planning and assessment process is provided on the next page. The planning process is pictured in blue, with assessment loops shown in the yellow colored blocks. This visual aid shows how the college mission is supported by college Core Themes, which are supported and achieved through the achievement of strategic goals and objectives. The achievement of strategic goals and objectives is accomplished through the development of departmental activities, documented in operations plans.

Assessment of progress toward achievement of Core Theme outcomes of Progress, Achievement, and Completion (and Equity and Access in the case of Core Theme 1) provides an evaluation method and a feedback loop into the formation of departmental activities. The Mission Fulfillment and Institutional Effectiveness report provides documentation of this process and serves as a tool to inform decision-making and planning into the future.

Tillamook Bay Community College Strategic Planning and Mission Assessment Process

Mission

Core Theme I: Educational Excellence

Core Theme II: Economic Success

Core Theme III: Leadership, Partnership, and Community Engagement

Outcome Measures:

Progress

Completion

Achievement

Equity and Access

Outcome Measures:

Progress

Completion

Achievement

Outcome Measures:

Progress

Completion

Achievement

Strategic Goals and Objectives Operations Plans: Departmental Activities
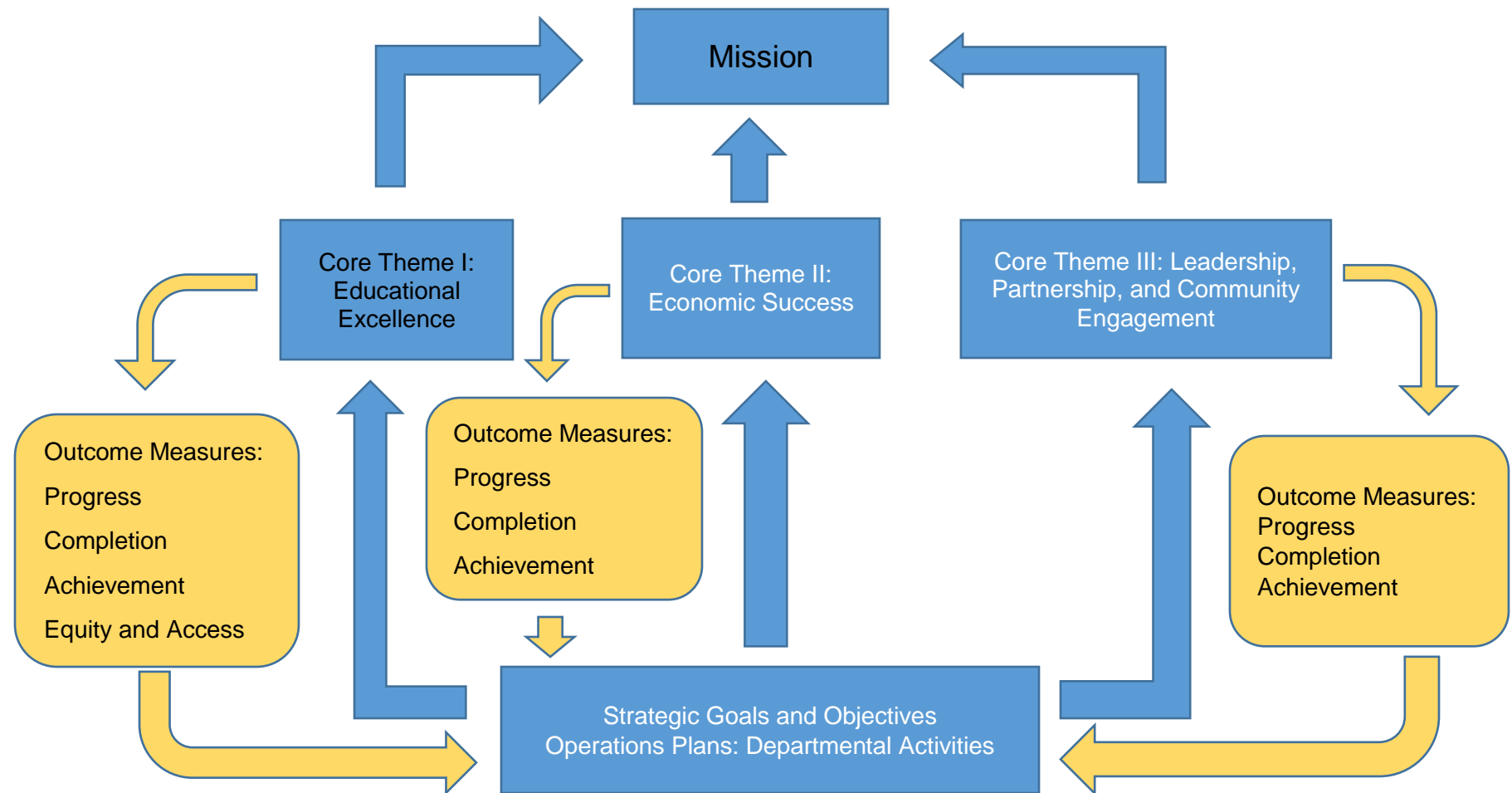
Core Theme Assessment: Are the activities undertaken by the college furthering the achievement of college Core Themes?
1. Do students exhibit goal Progress, Achievement, and Completion?
2. Queries: Are college activities creating a fabric of support and learning environment necessary for students to exhibit goal Progress, Achievement, and Completion?
3. Core Theme Outcome Measures inform assessment of Core Theme achievement.

Achievement Loop:
1. Operations Plans and departmental activities lead to achievement of Strategic Goals and Objectives.
2. Achievement of Strategic Goals and Objectives leads to Core Theme achievement and evidence of Core Theme Outcomes.
3. Core Theme achievement leads to Mission fulfillment.

Part IV: TBCC Strategic Goals and Objectives 2015 – 2020 Status Update

Six overarching, strategic goals have been identified as pivotal to the college achieving its mission:

Goal I: TBCC exhibits year-to-year increases in total student enrollment and full-time student equivalent numbers (FTE) as it enhances its reputation as a small, personal, and technology-advanced learning environment focused on academic excellence.

Goal II: TBCC supports students needing pre-collegiate learning and reduces barriers to their achievement of educational goals.

Goal III: TBCC forms and fosters industry, community, and educational partnerships and responds to community needs with the further development of Career Technical trainings and programs that create opportunities for economic growth and success.

Goal IV: TBCC exhibits increased student retention and continuous growth in student completion of certificates, degrees and personal educational goals.

Goal V: TBCC employs technology-based solutions in conjunction with highly effective interactive learning to assist students and employees in tracking the improving educational processes, assessments and outcomes.

Goal VI: TBCC's technical infrastructure and services support the implementation and growth of technology-based operations, online classes, and support services in all operational areas of the college.

As a further step in the planning process, a series of long-term objectives associated with each strategic goal were formulated to guide the college through the ensuing period toward the achievement of its mission.

Departmental operations plans are developed on an 18-month cycle, with progress reported and documented on a quarterly basis during the period of the plan. Each department develops a series of departmental activities to support the achievement of the objectives associated with college strategic goals that in turn support the fulfillment of college core themes. Because each objective does not apply equally to all departments within the college, not all objectives are addressed by each department within each 18-month operational planning period. At the end of the planning period in 2020, however, it is anticipated that all objectives will have been addressed, with the college exhibiting significant progress toward fulfillment of its mission.

The following pages present the departmental activities that were pursued over the past year to support the achievement of college Core Themes. Because there are a series of

18-month operational planning periods over the five year period, not all objectives were addressed during the first planning period. All of the goals and objectives are shown to enable a broader view of the strategic approach planned over the period up to 2020.

Status of departmental activities is reported using the following evaluation statements with the appropriately colored symbol:

Assessment Key:

Complete and Ongoing	🔵
Complete	🟢
Pilot Implemented or Activity Nearing Completion	🟢
Developing	🟡
On Hold or Evolved	🟠

TBCC Strategic Goals and Objectives Status Update

Strategic Goal I:
TBCC exhibits year-to-year increases in total student enrollment and full-time student equivalent numbers (FTE) as it enhances its reputation as a small, personal, and technology-advanced learning environment focused on academic excellence.

Goal I Objective 1: TBCC will support a variety of flexible and innovative learning modalities that utilize both technology-enhanced, hybrid, and online classes while maintaining instructional consistency, rigor, and integrity. TBCC will schedule program requirements and electives to ensure that full-time students, upon completion of prerequisite work, are able to complete degrees within a two-year timeframe.

Departmental Activity	Assessment
Two-year degree maps and annual schedule: This item was not addressed in the operations plan for this planning period but was completed in the spring of 2016. Degree maps were developed and published for all degree programs with a guarantee of course offerings, and delivery mode/time of day coded into degree maps. A second tier of guaranteed general education and developmental courses was developed, and a third tier of self-support courses identified.	🟢

Status assessment: 🟢 Complete.

Goal I Objective 2: TBCC will support and foster student engagement in college life and activities, focusing on intentional and personal interactions between students and all college staff.

Departmental Activity	Assessment
Student Services will create and implement in-person Financial Aid Entrance Loan Counseling to support intentional and personal interactions.	🔵
Student Services will continue development of financial awareness and loan repayment processes for students which includes the Five Dollar Tuesday. Each message or process will support the development of good financial decision making among students and graduates.	🔵

Status assessment: 🔵 Complete and ongoing.

Goal I Objective 3: TBCC will provide equitable support to students through online open educational resources.

Departmental Activity	Assessment
In collaboration with Title III Director, the Office of Instruction will provide professional development and incentives for faculty to encourage the use of OERs in on-ground and distance education classes.	🔵
Student Services will create and implement online, interactive orientation equivalent to in-person orientation that can be tracked by Jenzabar or automated technology.	🟢
The Business Office will investigate OER implementation within bookstores at other colleges, and begin development of plan for TBCC bookstore reorganization.	🟢

Status assessment: 🔵 Complete and ongoing; 🟢 Complete.

Goal I Objective 4: TBCC will effectively market future course offerings, programs, career and educational pathways, and the legacy of our students' experiences in completing their educational goals, ultimately increasing community awareness, partnerships and participation.

Departmental Activity	Assessment
Each term the advancement team will use multi-channel communications to share student success stories, faculty and college awards, recognitions and accomplishments, and the College's engagement in community partnerships to enhance the College's reputation as a small, personal, and technologically advanced college.	🔵
The advancement team will ensure course schedules continue to evolve to match the TBCC visual identity program and consistently deliver key enrollment messages in collaboration with the Office of Instruction and Student Services.	🔵
The advancement team will work with the Office of Instruction to prepare a marketing and promotions plan for the new Business Administration online degree and Medical Assisting certificate through Clatsop Community College.	🔵
The advancement team will develop display materials for use at onsite and community events and encourage volunteerism and provide training to students, board members and faculty/staff to represent the College Foundation.	🔵

Status assessment: 🔵 Complete and ongoing.

Goal I Objective 5: TBCC will implement and maintain technological resources, including bandwidth, hardware, and software, in response to the needs of all students and all types of learning modalities.

Goal I Objective 6: TBCC will provide the necessary resources to support faculty, staff, and student learning in technology-enhanced instruction, offering support in instructional design, professional development activities, online tutoring, and advising.

Departmental Activity	Assessment
The Office of Instruction will support the development of student tutorials for Moodle to improve student's familiarity with and student success in online, hybrid, and technology enhanced courses.	🟡
In collaboration with Student Services, research best practices and models for online tutoring and advising, and implement a pilot model for each during the academic year 2015-16.	🟠

Status assessment: 🟡 Developing; 🔴 On hold or evolved.

Strategic Goal II:
TBCC supports students needing pre-collegiate learning and reduces barriers to their achievement of educational goals.

Goal II Objective 1: TBCC will develop and implement pre-assessment diagnostic tools and related self-tutoring resources and modules to facilitate the refreshment of specific skills.

Goal II Objective 2: TBCC will investigate, evaluate, and implement early, alternative, and/or supplemental assessments of student skill levels to enhance accurate placement in pre-collegiate courses. Such activities will be done in light of high school common core assessment.

Departmental Activity	Assessment
Assessment: This activity was not addressed in departmental operations plans but is nearing completion. Due to the cessation of the production of the Compass assessment test, the college has developed a plan for a new placement process which uses alternate measures and integrates the use of the high school Smarter Balanced test into the placement process. Ready for Board approval and implementation.	⬤

Status assessment: ◯ Pilot implemented or activity nearing completion.

Goal II Objective 3: TBCC will support accelerated student completion of remedial levels through the development of compressed course modules, online developmental courses, supplemental review sessions, and other alternate instructional delivery modes.

Departmental Activity	Assessment
The Office of Instruction will support the development and implementation of at least one online developmental Math course.	🔵
In collaboration with faculty, the Office of Instruction will support the redesign of the developmental math sequence to accelerate progress through these courses and improve student ability to successfully complete their educational goals.	🟢

Status assessment: 🔵 Complete and ongoing; 🟢 Complete.

Goal II Objective 4: TBCC will support student progression through and successful completion of pre-collegiate courses through the development and provision of tutoring, mentoring and limited case management services.

Departmental Activity	Assessment
The Office of Instruction will develop a blended advising, tutoring, and mentoring model coordinated through the college Learning Center that serves pre-college students NOTE: This activity evolved into the development of an enhanced advising model, for which the pilot has been implemented.	🟠

Status assessment: 🟠 On hold or evolved.

Goal II Objective 5: TBCC will implement strategies to reduce barriers to student completion of pre-collegiate/high school courses by utilizing adequate technology and high school connections.

Strategic Goal III:

TBCC forms and fosters industry, community, and educational partnerships and responds to community needs with the further development of Career Technical trainings and programs that create opportunities for economic growth and success.

Goal III Objective 1: TBCC will research the feasibility of offering more CTE trainings and courses, and increase the ability for current and potential employees to complete industry certifications, apprenticeships, certificates and degrees in response to industry partner needs and interests.

Departmental Activity	Assessment
The Office of Instruction will initiate and complete the redesign of the Industrial Maintenance Technology, Agriculture and Natural Resources, and Criminal Justice programs.	●

Status assessment: ● Complete and ongoing.

Goal III Objective 2: TBCC will increase the quantity and quality of dual credit offerings through cooperation with K12 partners.

Departmental Activity	Assessment
The Office of Instruction will complete the certification and qualification of high school instructors to provide dual credit for high school classes in math, writing, social science, lab science, and public speaking at THS and other interested area high schools.	○

Status assessment: ○ Pilot implemented or activity nearing completion.

Goal III Objective 3: TBCC will develop and implement professional development opportunities for faculty, high school teachers, and industry adjuncts to ensure academic excellence in all educational offerings, and increase interaction amongst faculty, high school teachers and industry adjuncts.

Departmental Activity	Assessment
The Office of Instruction will communicate professional development opportunities with area high school administrators and faculty and encourage their participation. To the extent possible, collaborate with area high schools to meet professional development opportunities for high school faculty that also qualify as continuing education credit for the college.	○

Status assessment: ○ Pilot implemented or activity nearing completion.

Strategic Goal IV:
TBCC exhibits increased student retention and continuous growth in student completion of certificates, degrees and personal educational goals.

Goal IV Objective 1: TBCC will develop and implement a college-wide, enhanced advising process to identify student needs and improve student retention by building on the existing strengths, expertise and knowledge-base of all employees; implementing an early warning system; and referring students to appropriate college and community support services.

Departmental Activity	Assessment
In collaboration with Student Services, the Office of Instruction will research and implement a blended advising model that provides the foundation for an early warning system.	🟢
Student Services: Through enhanced advising model, students on academic alert/warning or probation status will receive mandatory advising support every 3-4 weeks throughout the term. This contact will include option of in-person, online, phone, email, or other contact as developed to support distance education and on-campus students.	🟢
Student Services: Develop a series of relevant, interactive, 15-30 minute financial literacy workshops for all students presented through in-person and online options. These workshops will be applicable to all students and be used at local high schools, informational workshops or brown-bag series, and to student and parent groups.	🔵
Student Services: Develop a 14 point-of-contact system for engaging and education students with loans to have personal interaction and create a clearer understanding of college loan debt and how to avoid or limit it.	🔵
The Advancement team will participate in the development and delivery of an internal communications plan to support the roll-out of enhanced advising.	🟢
Facilities, Safety, and Human Resources will work with community agencies to provide on-site student support services in physical and mental health, thereby increasing potential for student retention and persistence toward their goals.	🟢
Facilities, Safety, and Human Resources will increase availability of information to students, in print and electronically, of support services in the local community and the county as a whole.	🔵

Status assessment: 🔵 Complete and ongoing; 🟢 Pilot implemented or activity nearing completion.

Goal IV Objective 2: TBCC will create clear expectations and processes for students to complete gateway courses within their first 36 credits.

Departmental Activity	Assessment
Student Services' staff will create and implement "common language" to be used with students which emphasizes the importance and mind set which supports the completion of math, reading, and writing courses.	🔵
Financial Aid will create online tools to use with students' reference tool kit which includes information on accessing resources, clear definitions showing when and how to use resources, and internet links to financial resources Note: awaiting website redesign.	🟢

Status assessment: 🔵 Complete and ongoing; 🟢 Complete.

Goal IV Objective 3: TBCC will expand reverse transfer, degree partnerships and articulation agreements with four-year colleges and universities to support student continuation in advanced studies.

Departmental Activity	Assessment
Student Services will develop and promote the use of transfer guides showing articulated courses between TBCC and at least three other Oregon colleges or universities. Transfer guides will be posted on the TBCC website and include transfer and course information.	⚪
Student Services will improve communication between TBCC advising and other partner college/university advising departments in order to ensure students receive clear and accurate transfer information from both institutions	🔵
Student Services will create a spreadsheet and a Jenzabar report or other electronic option to track each student starting at 60 credits until completion with intensive advising, transfer information, and Financial Aid support for the student to complete completion/transfer goals. An email will be sent to a student who has earned 75 credits with a list of course required to complete his/her degree along with information of who the student should work with to gain a smoother transition to their next step.	🔵

Status assessment: 🔵 Complete and ongoing; ⚪ Pilot implemented or nearing completion.

Goal IV Objective 4: TBCC will promote student attainment of commonly-accepted industry certifications in occupational areas and complementary credentials that will improve student employment potential.

Departmental Activity	Assessment
In collaboration with faculty, the Office of Instruction will complete the implementation of the use of the NOCTI industry certification exams in the Business Administration areas of accounting and management, as part of the capstone program course.	🟠

Status assessment: 🟠   On hold or evolved.

Strategic Goal V:
TBCC employs technology-based solutions in conjunction with highly effective interactive learning to assist students and employees in tracking the improving educational processes, assessments and outcomes.

Goal V Objective 1: TBCC will develop and cultivate a virtual teaching and learning center to facilitate professional sharing and continual improvement of faculty efforts.

Goal V Objective 2: TBCC will provide professional development for technology enhanced instruction and learning.

Departmental Activity	Assessment
In collaboration with Title III Director, plan and schedule professional development opportunities that support faculty in the development of or improvement in technology enhanced learning.	●

Status assessment: ●   Complete and ongoing.

Goal V Objective 3: TBCC will incorporate hybrid, online, and/or technology enhanced delivery for all regularly-scheduled credit classes.

Departmental Activity	Assessment
In collaboration with the Title III Director and TBCC faculty, the Office of Instruction will support the development of at least 15 new hybrid, online, or technologically enhanced credit classes that are regularly scheduled as on-ground.	●

Status assessment: ●   Complete and ongoing.

Goal V Objective 4: TBCC will identify and develop at least one online degree program.

Departmental Activity	Assessment
The Office of Instruction will obtain NWCCU approval to offer the Business Administration degree fully online, with the first quarter of fully online instruction offered Fall 2015.	●

Status assessment: ●   Complete and ongoing.

Strategic Goal VI:

TBCC's technical infrastructure and services support the implementation and growth of technology-based operations, online classes, and support services in all operational areas of the college.

Goal VI Objective 1: TBCC IT infrastructure will provide the capacity and support for all college operations and support services, and increase college-wide training and support in the effective use of available technology to enhance and streamline workflow.

Departmental Activity	Assessment
The Business Office will undertake and complete redesign of the college budget document to simplify printing and enhance readability.	🔵
The Business Office will further the implementation of online payments and online payment plans to include full integration with Jenzabar student accounts.	🔵
The Business Office will support the improvement of efficient effective external reporting to federal and state agencies and other interests by working with Jenzabar to design and automate within the system an increased number of automated reports.	🟢
The Business Office will integrate learnings from NACUBO's Virtual: 2015 Student Financial Services Conference into Business Office/Bookstore processes and/or services.	🟡
Facilities, Safety and Human Resources will develop and produce digital human resources' records for each employee's review and updating before integrating into the college information system.	🟢
Facilities, Safety, and Human Resources will develop a complete and accurate database for records on current staff, full-time, and adjunct faculty.	🟢
Facilities, Safety, and Human Resources will provide online modules to meet staff trainings required for compliance with federal and PACE regulations.	🟢
The Title III Director will support the continuing implementation of LEAN practices to facilitate the technology changes throughout the college by providing Lean Training sessions for staff and provide leadership for TBCC LEAN facilitators group.	🔵
The Title III Director will support the college's transition from paper to electronic record-keeping by contracting for services to develop and implement an efficient, customized-by-department system.	🔵

Status assessment: 🔵 Complete and ongoing; 🟢 Pilot implemented or activity nearing completion; 🟡 Developing.

Goal VI Objective 2: TBCC IT infrastructure will provide the capacity and support for the development of online advising and tutoring services in support of technology-enhanced instruction.

Goal VI Objective 3: TBCC IT infrastructure will provide the capacity and support for TBCC Foundation and Development operations to improve the publication of and review processes for scholarship applications, tracking of resource development opportunities and records, and enhancing their web presence.

Departmental Activity	Assessment
The Foundation staff will research and recommend CRM tools to support the needs of the Foundation and other potential in-house partners.	●
The Foundation will implement a CRM system or begin use of current tools to support donor cultivation, stewardship, and prospect identification.	●
The Foundation staff will upgrade their current website to a new web platform matching the visual identity of the TBCC website and adding online donation capabilities.	●

Status assessment: ●   Complete and ongoing.

Goal VI Objective 4: TBCC IT infrastructure will provide the capacity and support to implement, ensure and maintain critical network security and confidentiality in compliance with regulations and accepted conventions.

Departmental Activity	Assessment
IT will install security software to support growth in IT infrastructure and capacity.	●

Status assessment: ●   Complete and ongoing.

Goal VI Objective 5: TBCC IT infrastructure will provide the capacity and support for the identification and implementation of software to convert the process of curriculum review, submission and documentation as well as the process of submission, review and evaluation of course, program and institutional learning outcomes assessments to a digital system.

Goal VI Objective 6: TBCC IT infrastructure will provide the capacity and support for online access and publishing of college-wide performance data through the

implementation of Tableau software, with accommodation for ongoing review and potential platform changes.

Departmental Activity	Assessment
IT will set up Izenda reporting software within Jenzabar Software installed. College reviewing other applications and services.	🔴

Status assessment:　🔴　On hold or evolved.

Goal VI Objective 7: TBCC IT infrastructure will provide a student "degree audit" software to assist in planning and preparation, (CEP, etc.) with a visual dashboard.

Goal VI Objective 8: TBCC IT infrastructure will provide the capacity and support to update, maintain and utilize the college's website in timely, informative and user-friendly ways.

Departmental Activity	Assessment
The advancement team will serve as point for a web upgrade team that will lead a TBCC website and MyTBCC upgrade to meet approved performance measures as determined by the leadership team (LEAN project).	🟡
Facilities, Safety, and Human Resources will provide information on website in order to be in compliance with federal regulations for notifications.	🔵
Facilities, safety and Human Resources will complete the implementation of online employee application process.	🟡
IT will work with the website committee on redesign of websites to incorporate ease of navigation, updating, and visual appeal.	🟡

Status assessment:　🔵　Complete and ongoing;　🟡　Developing.

Part V: Core Theme Outcome Progress Assessment Summary

If the college is succeeding in achieving its Core Themes, students will exhibit Progress, Achievement, and Completion outcomes related to the Core Theme. Each outcome statement for the Core Theme is accompanied by a query, which encourages college reflection on how the college is actively supporting and promote a learning environment that fosters student success. For Core Theme 1, Educational Excellence, the college has also included the outcome of Equity and Access.

A series of qualitative and quantitative measures inform the college in evaluating its progress toward achievement of Core Theme outcomes. Measures are reported and analyzed. An assessment of performance and suggested action is then provided for each measure. This information is utilized when responding to the evaluative query for each outcome.

This portion of the report summarizes the reporting on assessment of Core Theme achievement and by extension, the College Mission. Detailed reporting and analysis is proved in Part VI of this report.

Performance assessment and recommended action categories are summarized in the chart below.

Performance	Eval.		Suggested Action	Eval.
High achievement	🔵		No Action	🔵
Meets expectations	🟢		Sustainability Check	🟢
Improving – Early Phase	🟢		Phase I initiative: staff meet and monitor	🟢
Strategy developed and being implemented	🟡		Implement plan	🟡
Deficient	🟠		Needs targeted improvement plan	🟠

Core Theme 1: Educational Excellence

Progress Outcome: Students make consistent and timely progress toward their individual educational goals.

Query: Are college efforts to support and promote student success evidenced by consistent student progression and sustained efforts term-to-term?

New initiatives in place, including the publication of two-year degree maps and course guarantees, when combined with enhancing advising and student support, are moving the college forward to encourage student persistence. Efforts need to continue to improve accurate record-keeping and to further development of the Adult Basic Skills, GED, and ESOL program.

Core Theme 1 Progress Outcome Measures Assessment Summary

Core Theme 1: Progress Measure	Performance	Suggested Action
Students completing college orientation	● (green)	● (light green)
Pre- and Post-test CASAS gains	● (yellow)	● (light green)
Student Term-to-Term persistence	● (light green)	● (blue)
Number of students completing 15 and 30 credits per year	● (yellow)	● (light green)
Average time to completion	● (green)	● (blue)

Performance assessment: ● Meets expectations; ○ Improving-early phase; ○ Strategy developed and being implemented.   Suggested action: ● No action; ○ Phase I initiative: staff meet and monitor.

Achievement Outcome: Students achieve their educational goals.

Query: Are college efforts to reduce barriers to student success evidenced in consistent student achievement in coursework and / or success after transfer to four-year institutions?

Student success in pre-college courses remains a focus for the college, as this has been identified as a barrier for many of our students to the completion of their educational goals. This focus should continue and be further informed by the input of student focus groups. The college should continue to strive toward improvements and instructional innovation in this area.

Core Theme 1 Achievement Outcome Measures Assessment Summary

Core Theme 1: Achievement Outcome	Performance	Suggested Action
Success in subsequent related coursework in Reading/Writing	🟡	🟢
Success in subsequent related coursework in Math	🟡	🟢
Achievement of course learning outcomes	🟡	🟢
Achievement of program and General Education learning outcomes	🟡	🟢

Performance assessment: 🟡 Strategy developed and being implemented. Suggested action: 🟢 Phase I initiative: staff meet and monitor.

Completion Outcome: Students exhibit successful completion of degrees, certificates, and/or licensing/certifications or transfer with success.

Query: Are college efforts to reduce barriers to student success evidenced in students' successful completion of coursework at key stages, leading to successful completion of credentials or transfer?

> The assessment summary below reflects the implementation of new initiatives and program redesign underway. While degree, certificate, and licensing certification rates are acceptable, students are encountering barriers to completion in Basic Skills and pre-college coursework. The college should continue to focus on this improvement area, which will indirectly result in a greater number of students completing their educational goals.

Core Theme 1 Completion Outcome Measures Assessment Summary

Core Theme 1: Completion Measures	Performance	Suggested Action
Completion of Basic Skills/ESOL	🟡	🟢
Successful GED applicants	🟡	🟢
Successful completion of pre-college English and Math courses	🟡	🟢
Successful completion of gateway courses in Math and Writing	🟢	🟢

	Performance	Suggested Action
Associate degree, certificate, or certification completion	🟢 (green)	🔵 (blue)
Licensing and certification rates	🟢 (green)	🔵 (blue)
Transfer Rates	NR	
Institutional Learning Outcomes	🟡 (yellow)	🟢 (light green)

Performance assessment: 🟢 Meets expectations; ⚪ Improving – early phase; 🟡 Strategy developed and being implemented; Suggested action: 🔵 No action; 🟢 Phase I initiative: staff meet and monitor.

Equity and Access Outcome: TBCC serves the needs of its diverse community through flexible scheduling and provision of services and course offerings.

Query: Are college services and course offerings accessible to students with varying needs?
> Recent college efforts to integrate technology into its offerings and services have increased access to non-traditional students. While continued improvement is always a goal, the college is performing well on the Equity and Access outcome for Core Theme 1.

Core Theme 1 Equity and Access Outcome Measures Assessment Summary:

Core Theme 1: Equity and Access Measures	Performance	Suggested Action
Access to student services and early success planning	🟢 (green)	🔵 (blue)
Access to evening, hybrid, and online course offerings	🟢 (green)	🔵 (blue)
Student body demographics relative to community demographics	🟢 (green)	🔵 (blue)
Student satisfaction with college services and offerings	🟢 (light green)	🔵 (blue)
Publication of financial aid information; student awareness of financial aid opportunities	🟢 (green)	🔵 (blue)
Growth in available student scholarships	🟢 (green)	🔵 (blue)
Growth in use of open education resources for instructional matter	🟢 (green)	🔵 (blue)

Continuous improvement in student perceptions of college as a personal, responsive, and high technology learning community	◯	◯
Growth in college IT infrastructure and capacity	●	●
Growth in number of courses using technology-enhanced, hybrid and online instructional methods	●	●

Performance assessment: ● Meets expectations; ◯ Improving – early phase; Suggested action: ● No action; ◯ Phase I initiative: staff meet and monitor.

Core Theme 2: Economic Success

Progress Outcome: Student selection and pursuit of educational goals is informed by an awareness of potential careers, entry level requirements and employer expectations, and the optimal educational pathway to achieve those goals.

Query: Does the college assist and support students in understanding their own potential in terms of careers and employment opportunities, and of the pathway to achieve these goals?

> Resources have increased for students in career advising in terms of services provided, access to information, and integration into coursework. While continued improvement is always a goal, the college is performing well on the Progress Outcome for Core Theme 2.

Core Theme 2 Progress Outcome Measures Assessment Summary

Core Theme 2: Progress Measures	Performance	Suggested Action
Completed career education plan	🟢	🔵
Career advising services	🟢	🔵

Performance assessment: 🟢 Meets expectations;   Suggested action: 🔵 No action.

Completion Outcome: Students complete certificate, degree, and/or certifications adequately prepared for today's workforce (employability) and/or qualified for career advancement.

Query: Does the college learning environment support a growing number of degree and certificate completions, with students prepared, upon completion to excel in the workplace?

> Changes in Career Technical programs have increased the number and the relevance of certificates in these programs, with widespread employer input into the design of the certificates and the degrees. Because there have been program changes, the college is still continuing to monitor and work closely with students, new staff, and employers to ensure success. While continued improvement is always a goal, the college is currently performing well on the Completion Outcome for Core Theme 2, with the expectation of future growth.

Core Theme 2 Completion Outcome Measures Assessment Summary

Core Theme 2: Completion Measures	Performance	Suggested Action
Career and technical degree or certificate completion	⬤	⬤
Licensure/certification rates	⬤	⬤
Number of students gaining employment	NR	

Performance assessment: ⬤ Meets expectations; ◯ Strategy developed and being implemented;
Suggested action: ⬤ No action; ◯ Phase I initiative: staff meet and monitor.

Achievement Outcome: College offerings and support services promote and advance local business growth, thereby promoting the economic success of the region.

Query: Does the college provide meaningful support to business growth and advancement of the region?

TBCC was the first college in the state to start a Small Business Development Center and thus has long-existing ties and relationships within the community. With staffing changes, new relationships are being developed and there is heightened collaboration with county leadership and other county organizations. While continued improvement is always a goal, the college is currently performing well on the Achievement Outcome for Core Theme 2.

Core Theme 2 Achievement Outcome Measures Assessment Summary

Core Theme 2: Achievement Measures	Performance	Suggested Action
Hours of contract training provided	⬤	⬤
Customized training employer satisfaction	⬤	⬤
Small businesses served by SBDC	⬤	⬤
Employer satisfaction with student employee	NR	

Performance assessment: ⬤ Meets expectations; Suggested action: ⬤ No action.

Core Theme 3: Leadership, Partnership and Community Engagement

Progress Outcome: TBCC personnel embrace and embody a spirit of service, engagement, and commitment to the community and the college mission.

Query: Are college personnel effective ambassadors of the college and contributors to the social fabric of the community?
> College personnel are active in community interests across a broad range of activities and organizations. While continued improvement is always a goal, the college is currently performing well on this Progress Outcome for Core Theme 3.

Progress Outcome: TBCC service area employers and community members are actively engaged in college educational endeavors (program advisory committees, the provision of internships and work-based learning activities, tutoring and mentorship services, and class presentations / speaking engagements).

Query: Does the college foster a local culture that values the importance of education by developing deep and meaningful connections with community partners?
> The college has strong relationships with area employers, with employers actively participating on advisory committees, serving as adjuncts in the classroom, and visiting classrooms as guest speakers. In the recent year the college has reached a broader spectrum of employers through the introduction of service learning activities. The college is currently performing at a high achievement level on this Progress Outcome for Core Theme 3.

Core Theme 3 Progress Outcome Measures Assessment Summary

Core Theme 3: Progress Measures	Performance	Suggested Action
Interaction with community service partners, including Regional Solutions, WorkSource, and SBDC	🟢	🔵
TBCC personnel involvement in community service and social activities	🟢	🔵
Community events hosted at TBCC	🟢	🔵
Employer engagement and participation in educational programs, support services and student success	🟢	🔵

Performance assessment: 🟢 Meets expectations; Suggested action: 🔵 No action.

<u>Achievement Outcome</u>: The College is a center for a culture of collaboration that reflects the progress and hope of the community it serves.

Query: Is the college an integral component of and contributor to the advancement of the community?

> The college continues to excel in establishing itself as a center for collaboration in the community. The completion of the Partners for Rural Innovation building will establish an environment that invites and supports the development of new collaborative programs for the community. While continued improvement is always a goal, the college is currently performing at a high achievement level on the Achievement Outcome for Core Theme 2.

Core Theme 3 Achievement Outcome Measures Assessment Summary

Core Theme 3: Achievement Measures	Performance	Suggested Action
Employer surveys, community forums, CCSSE, SENSE and student surveys	🟢	🔵

Performance assessment: 🟢 Meets expectations; Suggested action: 🔵 No action.

<u>Completion Outcome</u>: TBCC students gain an understanding of social responsibility through participation in service and work-based learning projects.

Query: Do college instruction and support services foster in students a commitment to community service and contribution?

> Service learning activities have been introduced into several courses with the intent to foster continued growth. The college should continue to strive toward improvements and instructional innovation in this area.

Core Theme 3 Completion Outcome Measures Assessment Summary

Core Theme 3: Completion Measures	Performance	Suggested Action
Service learning, work-based learning, internships, and cooperative work experience opportunities integrated into instruction and into program outcomes	🟡	🟢
Student participation in volunteer and service learning activities	🟡	🟢

Performance assessment: 🟡 Strategy developed and being implemented; Suggested action: ⚪ Phase I initiative: staff meet and monitor.

Part VI: Core Theme Outcome Measures Analysis and Assessment

Core Theme 1: Educational Excellence

Core Theme 1: Educational Excellence: Progress Outcome

Progress: Students make consistent and timely progress toward their individual educational goals.
Query: Are college efforts to support and promote student success evidenced by consistent student progression and sustained efforts term-to-term?

Core Theme 1 Progress Measure: Completed college orientation

Analysis: Mandatory orientations for new students have been instituted at the college and in use for the past years. The drop in students served is reflective of the decline in enrollment. However, all new students at the college are required to attend an orientation session, hosted by Student Services staff. An online college orientation has been developed and will be in place on the college's new website, soon to go live. For fall 2016, the college's first all-day orientation session was conducted, for students and parents. The event was a success, with 57 students attending, and will be used as a model for institutionalization.

Assessment: Meets Expectations; Phase I initiative underway: meet and monitor.

Table 1: TBCC Students Served in Orientation, 2013-14 to 2015-16

	2013-14	2014-15	2015-16	2016-17
# Students served in orientation	166	139	128	57 to date

Source: TBCC Student Information System.

Core Theme 1 Progress Measure: Pre- and Post-test CASAS score gains

Analysis: In 2015-16, the college undertook a change in the way Adult Basic Education, ESOL, and GED classes were being offered. To improve access, the classes were decentralized into the community at north, south, and central locations including the Tillamook WorkSource Oregon offices.

This change was spurred by a year-to-year decline in enrollments in the ABE/GED/ESOL classes. The college had been supporting a full-time position and a portion of a part-time position to proctor testing and assist in data and record-keeping. The decision was made to decentralize the program in the coming year (2015-16) and

utilize grant funds instead to employ more adjunct positions to staff the greater number of sections. The year 2015-16 was a pilot year for the new design. While enrollment has improved and all students were pre-tested, some students did not complete the required number of instructional hours to qualify for post-testing. This is especially true of the students enrolled in classes at the Tillamook County Jail.

As a result of the change in program structure and data integrity issues, the college does not have reliable CASAS testing data to report this year. To ensure accurate record-keeping in the future these duties will be assumed by a staff member in the Office of Instruction, who will attend state level trainings in the TopsPro data reporting system.

Assessment: Strategy developed and being implemented. Phase I initiative; staff meet and monitor.

Core Theme 1 Progress Measure: Student term-to-term persistence

Analysis: While fall-to-fall persistence has dropped from 40% to 32%, fall to winter persistence has improved steadily, as has winter to spring persistence, since the 2013-14 academic year. Improvements in fall to winter and winter to spring persistence may reflect results from reminder calls to enroll and increased advising efforts at strategic points in the term.

The drop in fall-to-fall persistence is reflected in and partially attributable to the decline in enrollment that the college experienced from 2014-15 to 2015-16. Although enrollment declines are being experienced state-wide, due to the college's small size any enrollment decline can affect it disproportionately. The college is addressing the enrollment decline through increased efforts to contact and encourage the prior year's students to enroll, special all-day college orientations for students and parents that also offer early registration, marketing efforts, and through increased interaction and enhanced advising efforts with students.

Assessment: Shows improvement. No action.

Table 2: Credit Student Persistence, Fall to Winter Quarter, 2011 to 2016

Fall to WInter Credit Student Persistence Rates, 2011-2016
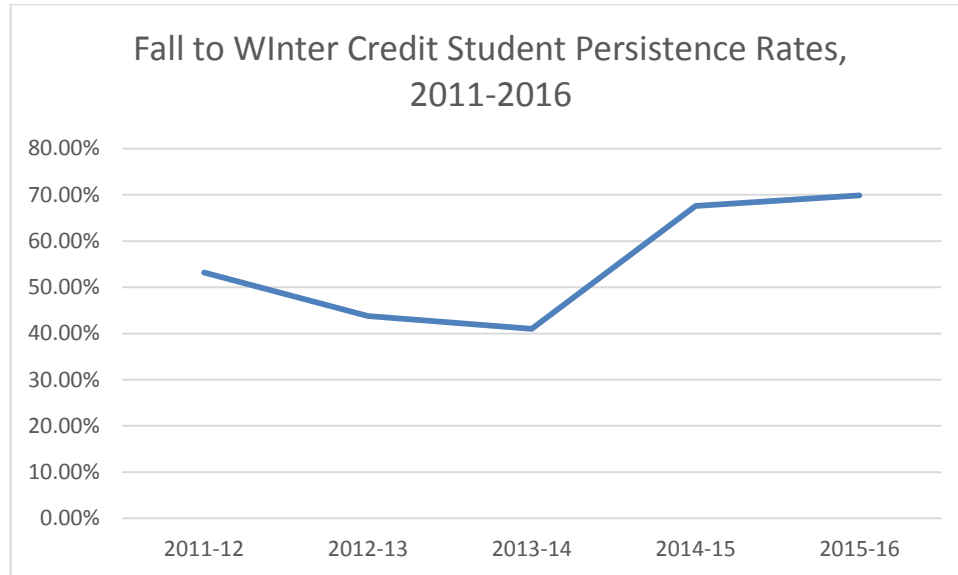
	2011-12	2012-13	2013 -14	2014-15	2015-16
Unduplicated Enrollment for first Fall term (n)	547	514	512	503	274
Credit Students Persisting to next Winter	291	225	210	340	392
Percentage winter enrollment persisting from prior fall term	53.20%	43.77%	41.02%	67.59%	69.90%

Source: TBCC student information system

Table 3: Credit Student Persistence, Winter to Spring Quarter, 2011 to 2016

WInter to Spring Credit Student Persistence
Rates, 2011 to 2016
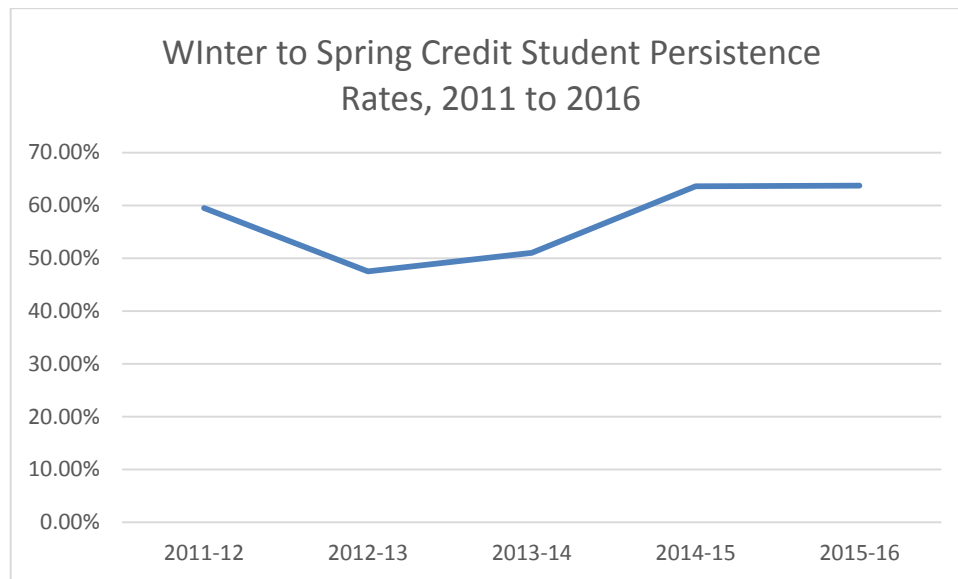
	2011-12	2012-13	2013-14	2014-15	2015-16
Unduplicated Enrollment for first Winter term (n)	373	324	294	437	389
Credit Students Persisting to next Spring	222	154	150	278	248
Percentage winter enrollment persisting from prior fall term	59.52%	47.53%	51.02%	63.62%	63.75%

Source: TBCC student information system

Student fall-to-fall persistence: As noted in the analysis above, student fall to fall persistence has dropped (see Table 4 below). A portion of this decline is due to the decline in enrollment year to year. The college has instituted a number of initiatives designed to improve student success and persistence. The preliminary results of these efforts may be beginning to be seen in the improvements in fall to winter and winter to spring persistence.

Table 4: Credit Student Persistence, Fall to Fall Quarter, 2011 to 2016

Credit Student Persistence, Fall to Fall Quarter, 2011 - 2015
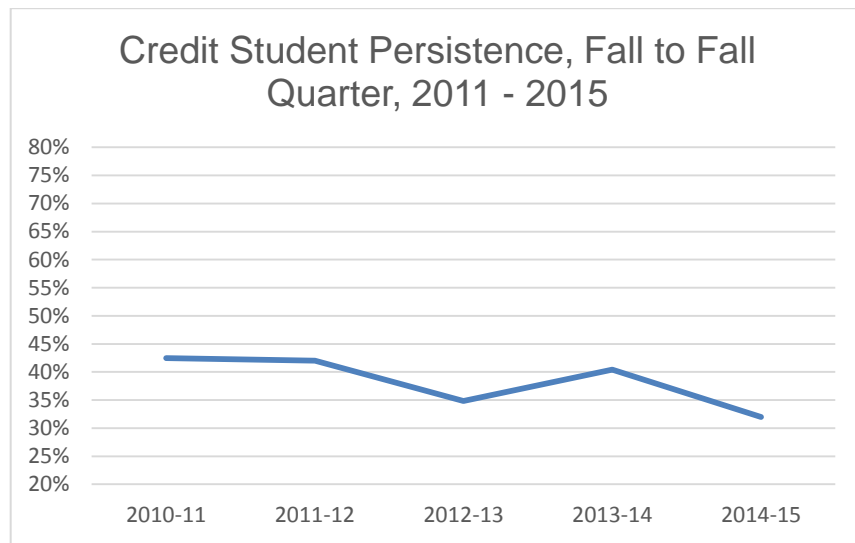
	2010-11	2011-12	2012-13	2013-14	2014-15
Unduplicated Enrollment for first Fall term (n)	457	547	514	512	503
Credit Students Persisting to next Fall	194	230	179	207	161
Percentage fall enrollment persisting from prior fall	42.5%	50.3%	34.8%	40.4%	32.0%

Source: TBCC student information system.

Core Theme 1 Progress Measure: Student successful completion of 15 and 30 college level credits in one year

Analysis: Historically, more than half of credit students enrolled complete 15 or fewer credits in one year. This percentage has increased since the 2013-14 academic year. As the percentage of students completing 15 or less credits has increased, the proportion of students completing at least 15 and at least 30 credits has declined.

The number of credits a student completes in one year is inversely related to the time it takes for them to achieve their educational goals. Because the majority of students earning degrees and certificates each year complete their programs in three years or less, it can be inferred that the longer it takes for student to reach their goal, the less likely they are to achieve it.

Student surveys indicate that college students are spending more hours in the week working and also caring for dependents, including elderly parents, than in previous years, and also in relation to their peers at TBCC cohort colleges. The multiple demands students face is a factor in the two-to-one distribution in part-time to full-time students.

The college has introduced a number of initiatives including enhanced advising, growth in online and hybrid offerings, the redesign of career technical programs, and the publication of guaranteed two-year degree maps, with an annual schedule formulated and expected to be available before the winter quarter. Degree maps in the college catalog inform the student about which quarter the classes are offered, the method of instructional delivery and/or whether the class scheduled day or evening. It is expected that with greater information, access, and support, the college will see the percentage of students completing at least 30 credits in the year improve.

Assessment: Strategies developed and being implemented. Phase I initiative: staff meet and monitor.

Table 5: Credit Student Completion of at least 15 credits and at least 30 credits during academic year, 2011-12 through 2015-16

	2011-12	2012-13	2013-14	2014-15	2015-16
Less than 15 credits	57.3%	62.6%	56.2%	62.9%	65.0%
Exactly 15 credits	2.4%	1.4%	2.8%	1.9%	2.2%
Between 15 and 30	22.3%	20.4%	22.3%	19.0%	19.6%
Exactly 30 credits	1.0%	0.4%	1.0%	1.1%	0.4%
At least 15 credits	41.7%	37.0%	42.8%	36.0%	34.7%
At least 30 credits	16.9%	15.2%	17.7%	15.2%	12.8%

Source: TBCC Student Information System

Core Theme 1 Progress Measure: Average time to completion

Analysis: The average time to complete a student's educational goal is shown below. This measure is limited in its relevance due to shortcomings in measurement. For example, certificates are awarded at the time of degree completion. This means that the length of time to complete the certificate is skewed, since it corresponds in reality to the time it takes the student to complete the degree.

The average time students who receive awards take to complete those awards has been declining from 3.22 years in 2011-12, to two years in 2015-16. While some completers every year have taken as much as ten or more years to complete their degrees, students who finish in two to three years far outnumber the students who take longer. This confirms evidence nationwide that students who pursue full-time studies and persist from term-to-term and year-to-year are more likely to complete their goals.

Assessment: Meets expectations. No action.

Table 6: Average Years to Completion, 2012 - 2016

	2011-12	2012-13	2013-14	2014-15	2015-16
Average Time to Complete	3.22	3.06	2.74	2.1	2 years

(Sum of individual times to completion for annual graduates divided by number of graduates).

Core Theme 1: Educational Excellence: Achievement Outcome

Outcome I: Achievement: Students achieve their educational goals.

Query: Are college efforts to reduce barriers to student success evidenced in consistent student achievement in coursework and/ or success after transfer to four-year institutions?

Core Theme 1 Achievement Measure: Success in subsequent related coursework in Reading/Writing

Analysis: Student progress over a period of two years was tracked through the pre-college sequence of reading and writing into the gateway writing courses. The five year period from 2011-12 to 2015-16 was reviewed. On average students complete the pre-college reading and writing sequence in half the time that it may take them to complete the pre-college math sequence. Individual student progress through the sequence during the years 2011-12 and 2012-13 showed low success rates in WR 121, with grades in the gateway course two to three grade levels below the grade the student received in the pre-college classes. The high success rate in pre-college reading and

writing classes during this period combined with the divergent success rates in WR 121 gave impetus to a series of faculty meetings in the year 2014-15 and yielded changes in delivery, instructional methods, and sequence design in the year 2015-16.

Assessment: Strategy developed and being implemented. Phase I initiative: staff meet and monitor.

Core Theme 1 Achievement Measure: Success in subsequent related coursework in Math

Analysis: Individual cohorts have been tracked over the course of two years within the 2012-2016 period. Cohorts were defined as students starting in a developmental course during the fall quarter of the year, with a different cohort represented by each course level. The students were tracked for two years through each enrollment in a pre-college level math course through potential completion of MTH 111, the first college level math course.

This study was the impetus for the college focusing on pre-college students, as it revealed a poor record of successful completion through college level math, and repeated attempts at successful completion of the same level of pre-college math.

The tracking of cohorts in this method makes it difficult to draw conclusions, since many technical programs only require MTH 65 for degree completion. Therefore students pursuing a career technical degree or certificate may stop at the completion of MTH 65, since they have completed their math requirement.

The number of unsuccessful completion attempts at the same course level signals a need for increased support for student success at these levels, and changes to instructional methods. A number of initiatives have been launched to effect positive change for students in this area.

Assessment: Strategy developed and being implemented. Phase I initiative: staff meet and monitor.

Core Theme 1 Achievement Measure: Achievement of course learning outcomes

Analysis: TBCC uses a variety of means to assess course learning outcomes. All courses offered by TBCC have course learning outcomes, with information gathered on an annual basis using the Request for Information form. Due to the typically small class size (less than 10), and the fact that the college will run a guaranteed course even with one student enrolled, the results of student learning outcomes are difficult to generalize. In addition, many courses are only offered once a year, making it challenging to document improvements in student performance that can be attributed to changes in teaching methodology.

In addition to student learning outcome assessments, therefore, the college also reviews course completion rates and student evaluations, and will also track individual student completion rates across a period of years to evaluate course sequence completions. Individual course completion rates are monitored but are not published due to the small class sizes and FERPA regulations (fewer than five students in a category must be "Not Reported"). Many faculty also use in-class surveys or requests for student input to better judge student comprehension and learning at the moment of delivery.

Example of the student learning outcomes assessment process: The tracking of individual student progress, review of course learning outcomes in collaborative faculty meetings, course completion rates, and student evaluations all led to the recognition of the very real barrier that pre-college courses present to many of our students. The sharing of data and qualitative evidence in faculty, College Council, Leadership Team, and Board meetings has focused the college as a whole on enhancing student achievement in these courses. It has resulted in the redesign of the pre-college course sequence, the development of online courses in this area, and the introduction of active learning methods and service learning activities in the courses. In addition, the college faculty have been participating in the state-wide initiative on developmental education reform.

In the pursuit of continuous improvement, the faculty have worked this past year and over the summer to revisit the learning outcome assessment process. Many course and program learning outcomes are those established during the period when TBCC was required to conform to course and program learning outcomes of PCC, its parent institution. Improvements are needed to the process of gathering information and bringing meaning to the small numbers.

Over the spring and summer quarters, faculty met with the Chief Academic Officer to review the student learning assessment process. A plan was developed, with responsible parties assigned, for the review of all course learning outcomes and Course and Curriculum Outline Guides (CCOGs) for all courses offered during the course of the coming academic year. Non-parametric measures were developed to provide an overall judgment of student learning outcomes for a course, regardless of the numbers of students enrolled. By the end of the academic year, all courses will have been assessed using the new process, and the records for all courses will have been updated. Full-time faculty will be meeting with part-time faculty in their areas to act as mentors and have meaningful discussions about desired learning outcomes, the measurement of those outcomes, and consistency in assessing them.

Assessment: Strategy developed and being implemented; Phase I initiative: staff meet and monitor.

Table 7: Course Completion Rates by Category, 2013-2016

	2013-2014			2014-2015			2015-2016		
	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
Lower Div. Credit									
Enrolled	867	789	773	822	697	594	570	577	498
Successful completion	78%	80%	80%	84%	82%	84%	80%	84%	85%
Career Tech. Ed.									
Enrolled	216	185	195	173	182	148	138	91	149
Successful completion	79%	85%	80%	92%	87%	87%	87%	80%	89%
Post-sec. Remedial									
Enrolled	188	152	127	158	136	100	116	113	84
Successful completion	58%	66%	64%	77%	51%	66%	58%	73%	71%

Source: TBCC student information system.

Core Theme 1 Achievement Measure: Achievement of program and General Education learning outcomes

Analysis: The College has program learning and general education learning outcomes in place for all of its programs, with the general education learning outcomes conforming to state agreements. All Career Technical programs were revised this past year, with a restructuring of the degrees and technical certificates, and pathway certificates. Program outcomes are scheduled to be assessed every three years, prior to the beginning of the program review process. The three year schedule is typical for many colleges, and is particularly relevant at TBCC due to the small size of the college and the small number of program completers every year. A three year schedule of assessment provides a greater number of program completers and thus a more valid assessment. Because all CTE programs have recently undergone significant revisions (within the last calendar year), program outcomes for the programs have not yet been assessed; however, a schedule for program assessment and program reviews has been agreed on with faculty, as part of the comprehensive process review underway at this time.

Assessment: Strategy developed and being implemented Phase I initiative: staff meet and monitor.

Core Theme 1: Educational Excellence: Completion Outcome

Completion: Students exhibit successful completion of degrees, certificates, and/or licensing/certifications or transfer with success.

Query: Are college efforts to reduce barriers to student success evidenced in students' successful completion of coursework at key stages, leading to successful completion of credentials or transfer?

Core Theme 1 Completion Measure: Completion of Basic Skills/ESOL

Analysis: Enrollment has declined in Basic Skills/ESOL classes in the last year further from the low levels seen before the restructuring of the program. Some of the students have migrated into the Spanish GED class that the college is now offering, which is successful and has more than 18 continuing students for fall 2016. There is strong enrollment in GED classes, which have absorbed some of the population that would previously have enrolled in Basic Skills classes.

The college continues to be challenged by finding long-term adjunct Basic Skills/ESOL instructors. Staffing can have a critical impact on the success of these students, and the bond that is established between the instructor and the student can help inspire the student to succeed. New instructors in this program are well-liked and respected by their students, and are dedicated to the students' success. However several have moved on to other opportunities and the college is currently searching for new staff.

Assessment: Strategy developed and being implemented. Phase I initiative: staff meet and monitor.

Core Theme 1 Completion Measure: Successful GED applicants

Analysis: As a result of the program redesign in this area, GED classes this year consist primarily of new students. Given the entry level skills of most students, completion of the GED may be unlikely within a year. However the college did have one completer this year, the first year of the new classes.

Word of mouth is strong in this population, and the strength of new instructors created demand toward the end of the year, with the college unable to accommodate all those who hoped to enter the class. As the community's only source of these services, and with such a high need, the college feels a strong desire and need to find sustainable

way to deliver these courses. The college will continue to work to increase student success in the program.

The college also offered its first Spanish GED class this last year. The course has a faithful student population of Spanish-speaking adults who are excited about their learning and hope the college will be able to expand its offerings in this area.

Assessment: Strategy developed and being implemented Phase I initiative: staff meet and monitor.

Core Theme 1 Completion Measure: Successful Completion of pre-college English and Math courses

The instructional area has focused a spotlight on student progression through and successful completion of pre-college classes over the last 18 months. College participation in Achieving the Dream initiatives and state developmental education redesign projects has informed these efforts, with a close review of student learning, progress, and completion measures.

Completion of pre-College Reading and Writing courses

Analysis: Reading and Writing 90 completion rates declined significantly from the 2014-2015 to the 2015-2016 year, while Reading and Writing 115 completion rates improved greatly over the same period. A possible explanation may be the change in instructional personnel and methods that occurred during this period. This course sequence was redesigned at the end of the 2015-2016, with the Reading and Writing courses integrated into one course for each level. English faculty have been meeting to review the redesign and instructional methods, and will continue over the next year as the revised sequence is implemented.

Assessment: Strategy developed and being implemented. Phase I initiative: staff meet and monitor.

Table 8: Pre-College Reading Completion Rates, 2012-2016

Pre College Reading Completion Rates,
Aggregated (2011-12 through 2015-16)
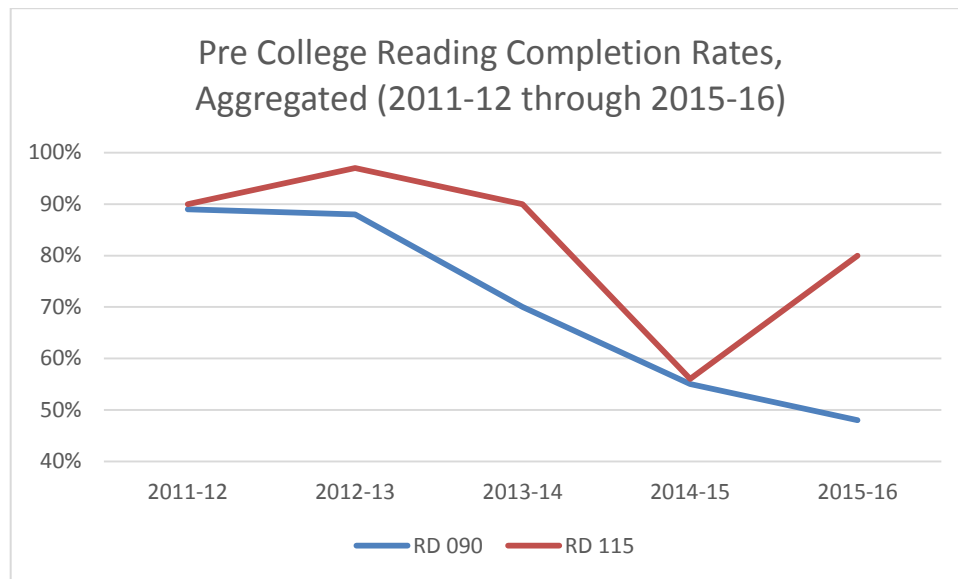
	2011-12	2012-13	2013-14	2014-15	2015-16
RD 090 Enrollment (n)	56	33	37	20	23
RD 090 Completion Rates	89%	88%	70%	55%	48%
RD 115 Enrollment (n)	67	37	59	32	25
RD 115 Completion Rates	90%	97%	90%	56%	80%

Source: TBCC student information system. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P.

Table 9: Pre-College Writing Annual Completion Rates, 2012-2016

Pre College Writing Completion Rates, Aggregated (2011-12 through 2015-16)
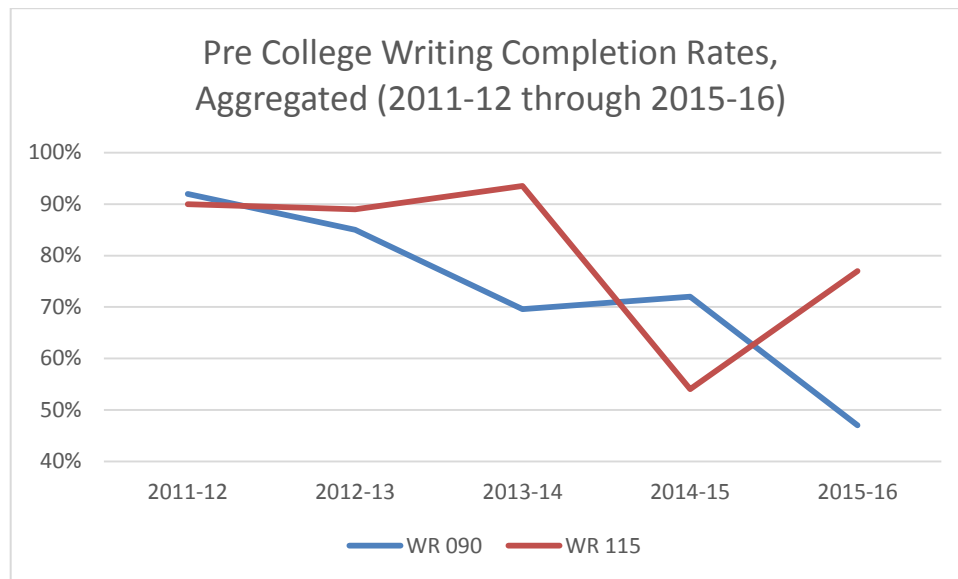
	2011-12	2012-13	2013-14	2014-15	2015-16
WR 090 Enrollment (n)	75	41	46	36	34
WR 090 Completion Rates	92%	85%	70%	72%	47%
WR 115 Enrollment (n)	71	56	62	39	30
WR 115 Completion Rates	90%	89%	94%	54%	77%

Source: TBCC student information system. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P.

Completion of pre-College Math Courses

Analysis: A review of the charts below for each individual class level indicates the completion rates in all classes declined from 2013-14 but, with the exception of MTH 60, have been improving since that year. Completion rates in MTH 60 declined from 2014-2015. The decline in completion rates for MTH 60 was a cause for concern during the year and changes in instruction have been made.

Success rates in pre-college have been a focus of review and discussion in the college over the last 18 months, with data reviewed in multiple forums. The improvement in MTH 20 completion rates have developed since the introduction of online instruction in this course. However that change has been so recent it is too early to attribute improvements in the course to this change.

Active learning methods have been introduced into instruction in pre-college and college level math courses over the past year and a half. In addition the pre-college math sequence has been redesigned to shorten the sequence for students, in the hopes of shortening the length of the sequence for students beginning early in the sequence. In fall 2016, the new MTH60Z course will be introduced. MTH 65 will be completely eliminated by the end of the academic year, with the upcoming year providing a transition for students currently mid-sequence.

Meetings are continuing between math faculty to achieve consistency in the presentation and treatment of algebraic concepts that student learning outcomes indicate challenge students. The completion rates in the old MTH 60 course are of such concern that particular attention needs to be focused on this course as the redesign is implemented this fall.

Assessment: Strategy developed and being implemented. Phase I initiative: staff meet and monitor.

Table 10: Aggregated Pre-college Math Completion Rates, 2012-2016

Aggregated Pre-college Math Completion Rates, 2011-2016
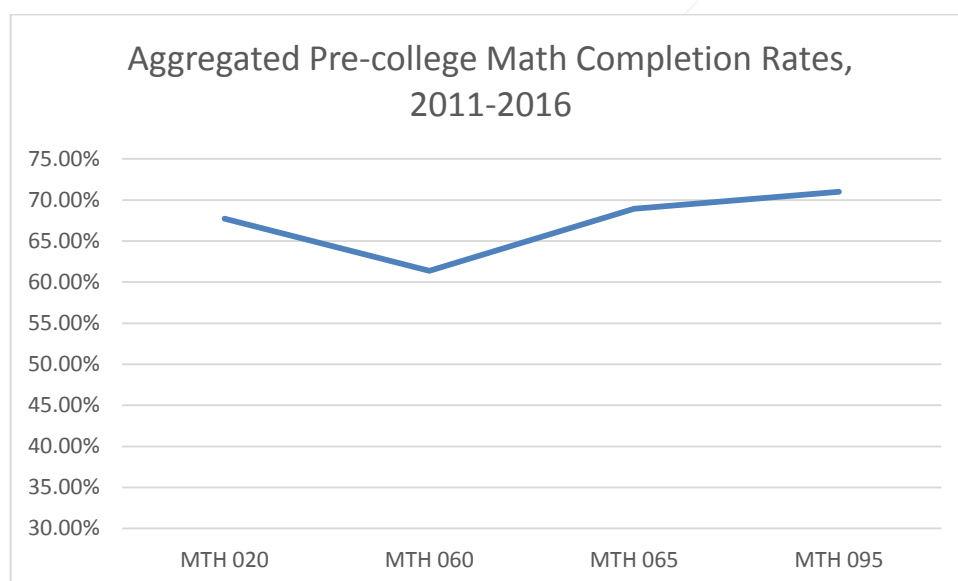
	MTH 20	MTH 60	MTH 65	MTH 95
Enrollment (n)	384	603	499	445
Completion Rates	67.71%	61.36%	68.94%	71.01%

Source: TBCC student information system. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P.

Table 11: Math 20 Annual Completion Rates, 2012-2016
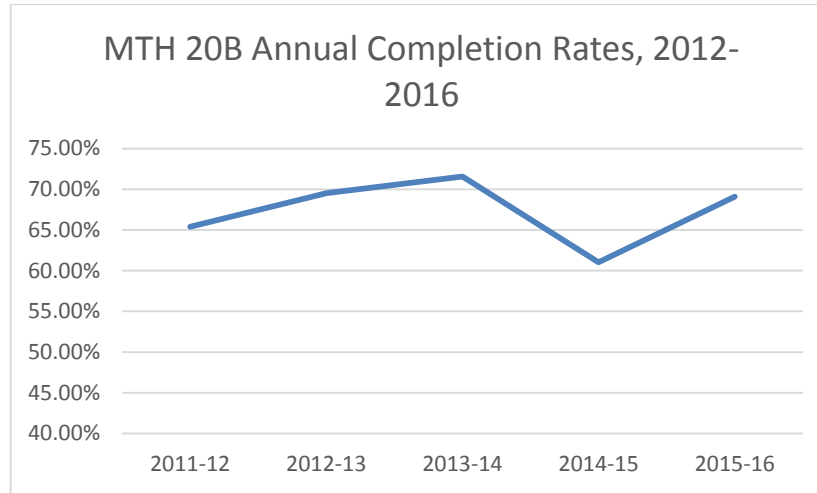
MTH 20B Annual Completion Rates, 2012-2016

	2011-12	2012-13	2013-14	2014-15	2015-16
MTH 020 Enrollment (n)	103	80	87	59	55*
MTH 020 Completion Rates	65.05%	71.25%	71.26%	61.02%	69.09%

Source: TBCC student information system. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P. * MTH 20 only offered online in winter and spring 2015-2016, with completion rate of 72.2% when broken out.

Table 12: Math 60 Annual Completion Rates, 2012-2016

MTH 60 Annual Completion Rates, 2012-2016
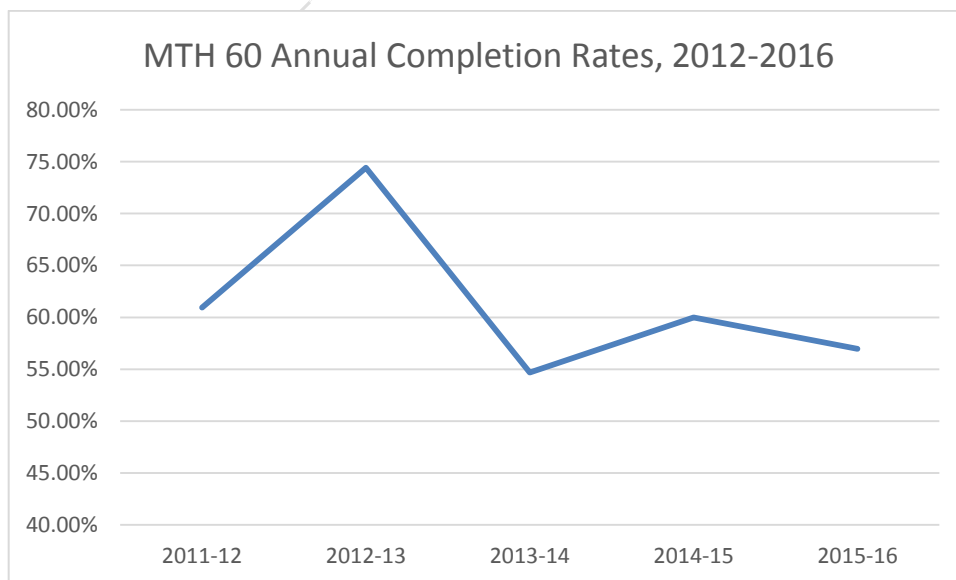
	2011-12	2012-13	2013-14	2014-15	2015-16
MTH 060 Enrollment (n)	127	129	138	130	79
MTH 060 Completion Rates	60.63%	74.42%	53.62%	60.00%	56.96%

Source: TBCC student information system. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P.

Table 13: Math 65 Annual Completion Rates, 2012-2016

MTH 65 Annual Completion Rates, 2012-2016
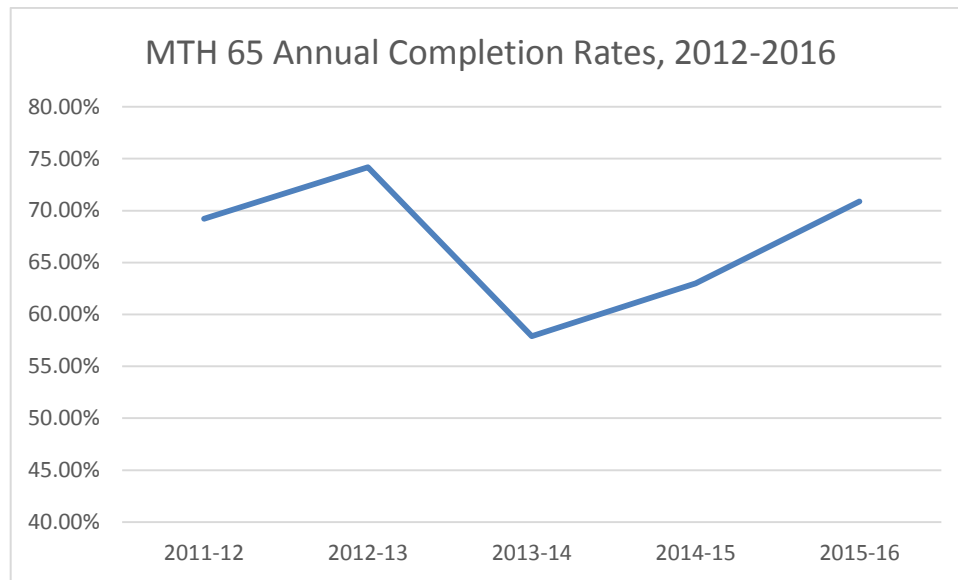
	2011-12	2012-13	2013-14	2014-15	2015-16
MTH 065 Enrollment (n)	114	117	90	99	79
MTH 065 Completion Rates	71.05%	76.07%	61.11%	63.64%	70.89%

Source: TBCC student information system. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P.

Table 14: Math 95 Annual Completion Rates, 2012-2016

MTH 095 Annual Completion Rates, 2011-2016
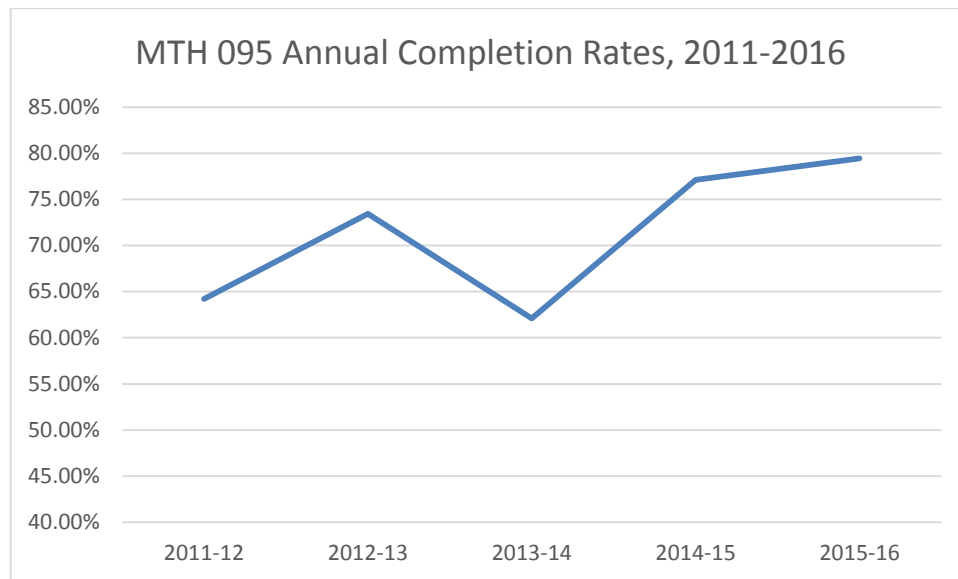
	2011-12	2012-13	2013-14	2014-15	2015-16
MTH 095 Enrollment (n)	81	113	95	83	73
MTH 095 Completion Rates	64.20%	73.45%	62.11%	77.11%	79.45%

Source: TBCC student information system. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P.

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Core Theme 1 Completion Measure: Successful completion of gateway courses

Analysis: While completion rates in WR 121 and 122 declined up to 2013-14, they have begun to improve since then. WR 121 completion rates have taken a dip relative to WR 122, and merit watching. Reading, Writing, and Writing gateway completion rates may begin to improve as a result of pre-college Reading and Writing re-design.

Completion of gateway Math courses is within the acceptable range, although there has been slight decline in the past year. Math 112 annual enrollment rates are below the statistically significant range (n=40), and are therefore difficult to interpret with accuracy.

Assessment: Improving – early phase. Phase I initiative: staff meet and monitor.

Table 15: Gateway Writing Courses Annual Completion Rates, 2012-2016

Gateway Writing Annual Completion Rates, 2012-2016 (WR 121 and WR 122)
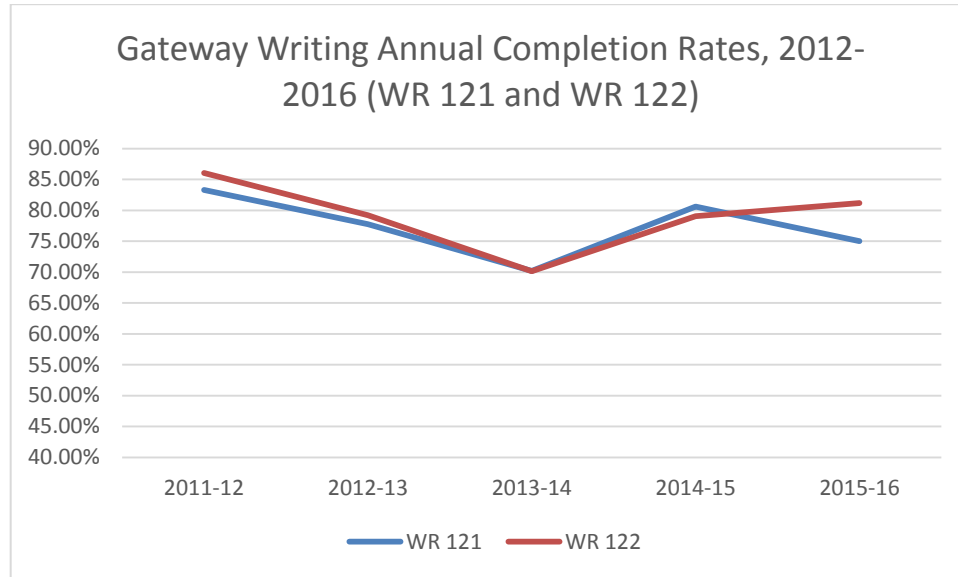
	2011-12	2012-13	2013-14	2014-15	2015-16
WR 121 Enrollment (n)	210	180	187	200	156
WR 121 Completion Rates	83%	78%	71%	81%	75%
WR 122 Enrollment (n)	129	125	122	147	101
WR 122 Completion Rates	86%	79%	70%	80%	81%

Source: TBCC student information system. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P.

Table 16: Gateway Math Courses Annual Completion Rates, 2012-2016

Gateway Math Annual Completion Rates, 2012-2016 (MTH 111 and MTH 112)
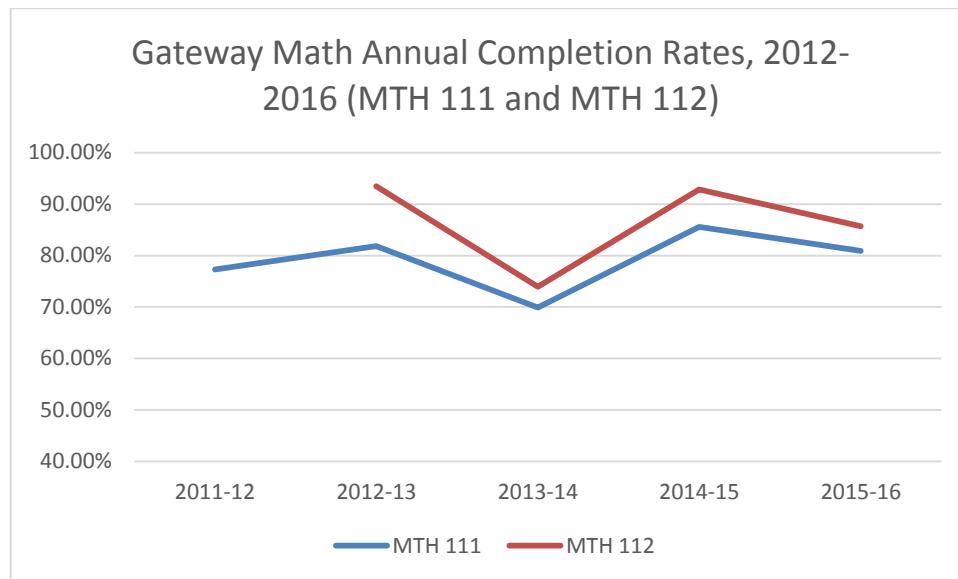
	2011-12	2012-13	2013-14	2014-15	2015-16
MTH 111 Enrollment (n)	97	88	103	90	89
MTH 111 Completion Rates	77%	82%	70%	86%	81%
MTH 112 Enrollment (n)	14	46	23	28	49
MTH 112 Completion Rates	NR	93%	74%	93%	86%

Source: TBCC student information system. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P. Note that number of MTH 112 students enrolled in 2011-12 is not significant enough for comparative purposes.

Core Theme 1 Completion Measure: Associate degree completion, and Career and technical degree or certification completion

Analysis: The number of degrees and certificates awarded annually continues to increase, with the largest increase in the Associate of General Studies degree area. There is also a slight increase in the number of other transfer degrees being awarded, with AAS degrees remaining constant. Awards of CTE certificates more than one year in length dropped to zero in 2015-16. Awards in this area in prior years were primarily awards in the Culinary Arts program. The lack of enrollment in this program spurred its suspension this year, with a corresponding launch of a review and redesign of offerings in the Hospitality, Tourism, and Recreation Management program. It is anticipated that

CTE degrees and certificates awarded will increase in the coming years as a result of the CTE degree redesigns that were completed this past year.

Assessment: Meets expectations. No action.

Table 17: TBCC Certificate and Degree Completion, 2012 - 2016

	2011-12	2012-13	2013-14	2014-15	2015-16
C/T: CP Certificate	3	2	3	3	2
A.A.S.	8	12	7	8	8
CTE Certificate more than 1 yr	4	7	2	4	0
AAOT	8	17	13	11	15
AGS	19	27	28	24	35
A.S.	6	12	3	13	16
Total	48	77	53	59	74

Source: TBCC Student Information System and Oregon Higher Education Coordinating Commission D4A data system.

Core Theme 1 Completion Measure: Licensing/certification rates

Analysis: While the number of students testing for EMT certification has declined, the certification rate has increase over the period. The program's certification rates had been declining up to 2014. In response to feedback from students and employers, a change was made in instructional personnel, and certification rates have improved. EMT classes are now housed under the umbrella of the Criminal Justice and Public Safety degree, which was redesigned during the last academic year. It is expected that enrollment declines will be reversed due to the new program structure and the broader student audience that can be reached.

Assessment: Meets expectations. No action.

Table 18: Emergency Medical Technician National Certification Cognitive Exam Pass Rates, 2012-2016

	2011-12	2012-13	2013-14	2014-15	2015-16
Pass Rate	75%	68%	62%	88%	100%
Number tested	4	19	13	8	5

Source: National Registry of Emergency Medical Technicians.

Core Theme 1 Completion Measure: Transfer rates

Analysis: Data for transfer rates has been difficult to obtain in recent years. The college has been participating in the National Student Clearinghouse data system since it achieved independence; however participation is so recent that the clearinghouse does not yet have reliable data for the college. This indicator will be retained and made active again as soon as this data becomes available.

Assessment: Documented as NR.

Core Theme 1 Completion Measure: Institutional learning outcomes

Analysis: Institutional learning outcomes are in place, with a process for assessing them. The process is cumbersome and lengthy, with confusion as to the link between course, program, and institutional learning outcomes. Institutional learning outcomes are to be assessed during the same period that programs are undergoing review. As programs complete their program reviews, institutional learning outcomes will be assessed for program completers at that time. It would be valuable for the college to revisit its institutional learning outcomes from the point of view of their assessment and as an outgrowth of the re-visioning process that was completed recently.

College faculty are in the process of reviewing and revising the course assessment process to improve the quality of information yielded from the process and to develop common assessment for the outcomes across all sections offered. The integration of all three outcome assessment processes will be an outcome of the work done during the 2016-17 year.

Assessment: Strategy developed and being implemented. Phase I initiative; staff meet and monitor.

Core Theme 1: Educational Excellence: Equity and Access Outcome

Equity and Access: TBCC serves the needs of its diverse community through flexible scheduling and provision of services and course offerings.

Query: Are college services and course offerings accessible to students with varying needs?

Core Theme 1 Equity and Access Measure: Access to student services and early success planning

Analysis: TBCC has increased its staff in Student Services this past year, with a primary focus on increasing access to advising services, career advising, and early success planning. The increase in personnel has been accompanied by growth in access to online advising, information on financial aid and financial planning, and college and community services. The College Success class was integrated into all degrees the college offers, as a required first quarter class. This class focuses on best practices for student success and on counseling a student through their first quarter experience with career advising and planning sessions and the completion of a career education plan.

Assessment: Meets expectations. No action.

Table 19: Student Satisfaction Survey Responses to: *Admissions, Registration, Advising, and Financial Aid in Student Services are accessible and sufficient for me to reach my educational goals*
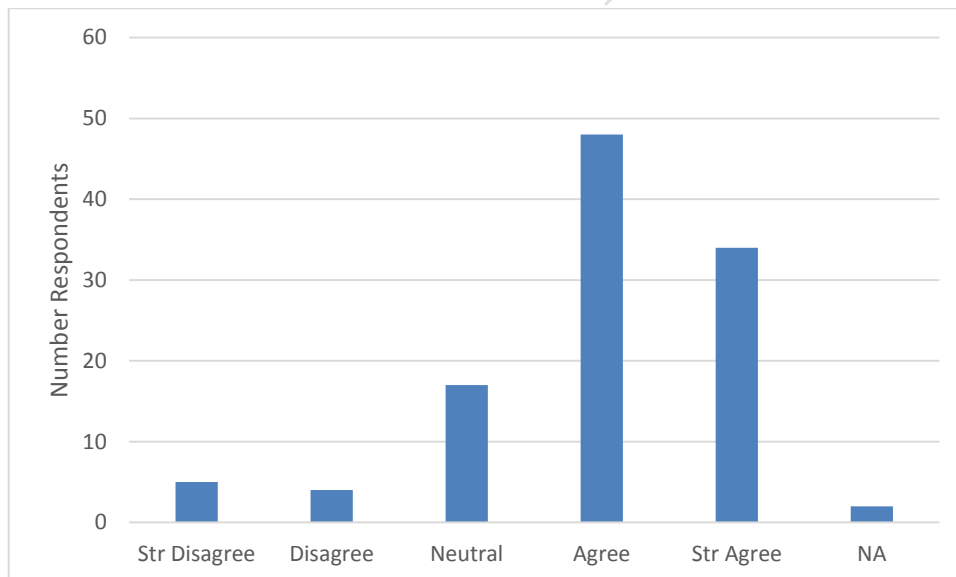
Source: 2016 TBCC Student Satisfaction Survey.

Table 20: 2016 Student Satisfaction Survey Response to: *Meeting with a Student Services Advisor has assisted me plan to be more successful in my education.*
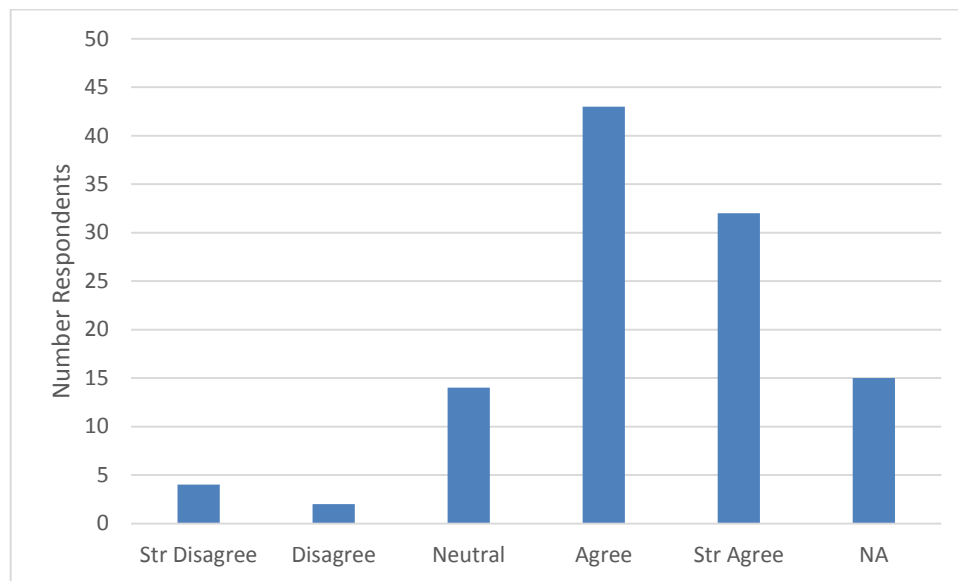
Table 21: Responses to SENSE Survey, 2009, 2012, and 2015 Administrations: *All Students: An advisor helped me to set academic goals and to create a plan for achieving them.*
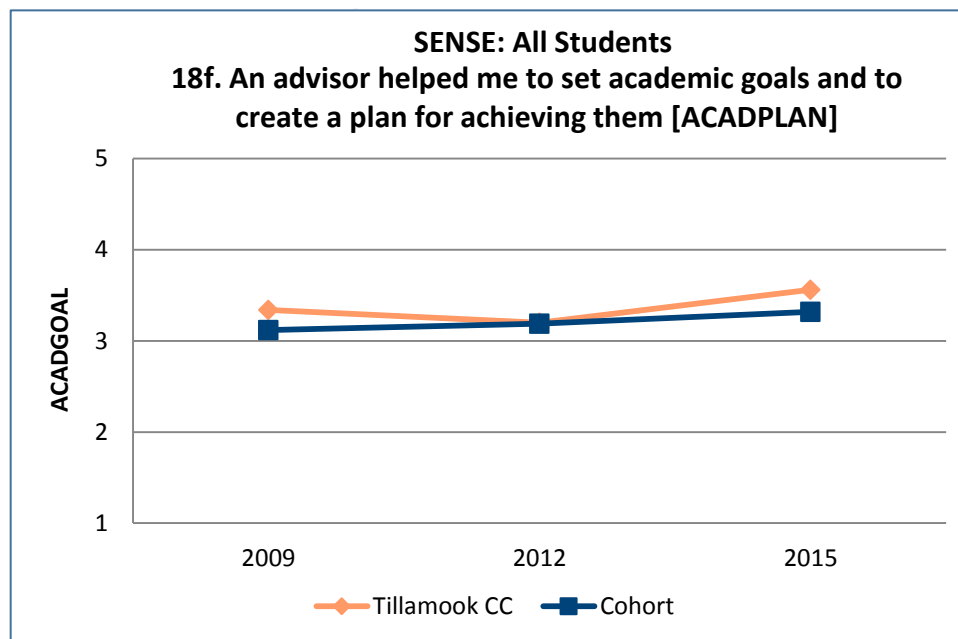
Core Theme 1 Equity and Access Measure: Access to evening, hybrid and online course offerings

Analysis: The College has significantly increased access to courses for non-traditional students over the past two years by increasing the number of online and hybrid sections offered (see below). While the total number of on-ground evening classes has fallen somewhat, this has been more than compensated for by the growth in evening hybrid, hybrid, and online sections.

Assessment: Meets expectations. No action.

Table 22: Growth in Access to Flexibly Scheduled Offerings, 2013 to 2016

	2012-13	2013-14	2014-15	2015-16
Evening Sections	69	102	75	68
Online Sections	24	25	25	42
Hybrid Sections	10	17	20	34
Hybrid-Evening Sections	3	3	4	6

Source: TBCC scheduling records and student information system.

Core Theme 1 Equity and Access Measure: Student body demographics (2015-2016) relative to community demographics

Analysis: While TBCC student demographics reflect the county's demographics in terms of the relative representation of White racial and Hispanic/Latino ethnicity, the college currently has lower Hispanic/Latino representation than the Tillamook and Nestucca Valley High School populations. The college should expect the Hispanic/Latino representation in its own population to rise in coming years as a result. The college has increased its outreach to the Hispanic community and is an active partner in the Juntos initiative in partnership with OSU. Spanish GED classes were begun last year with the majority of students being adult parents of first-generation students in the high schools. TBCC has also taken steps to increase the number of Spanish-speaking staff members to improve ease of access to college services for parents and students who may be English language learners.

Assessment: Meets expectations. No action.

Table 23: TBCC Student Ethnicity Relative to County Population and Area High Schools

	TBCC	Tillamook County (2015)	THS	NKNS	NVHS
% American Indian/Alaskan Native (Non-Hispanic)	1.4%	1.6%	1.4%	1.3%	1.3%
% Asian (Non-Hispanic)	0.9%	1.1%	1.3%	1.3%	1.3%
% Pacific Islander (Non-Hispanic)	0.2%	0.3%	0.6%	0.8%	0.8%
% Black/African American (Non-Hispanic)	0.7%	0.6%	0.8%	0.8%	0.8%
% Hispanic/Latino	9.7%	10.7%*	23.7%	11.0%	11.0%
% White (Non-Hispanic)	82.5%	93.8%	68.8%	81.4%	81.4%
% Multiracial (Non-Hispanic)	1.7%	2.7%	3.4%	3.4%	3.4%

(THS = Tillamook High School, NKNHS = NeahKahNie High School, NVHS = Nestucca Valley High School). * Note that US Census Records do not classify Hispanic as a race. Thus County data reporting for Hispanic and White includes double-counting (respondents may classify themselves as of Hispanic ethnicity and also as of White racial identity).

Core Theme 1 Equity and Access Measure: Student satisfaction with college services and offerings

Analysis: Responses to the TBCC 2016 Student Satisfaction Survey indicate that students generally agree or strongly agree that college services are accessible and sufficient for them to reach their educational goals. These responses show improvement from CCSSE and SENSE surveys in past years. However there is a percentage of students who strongly disagree that college services are available at the hours they need. This may be due to limited availability of services in the evening hours on campus. The college does not have the resources at this time to increase staffing levels to provide services beyond the early evening hours, but is addressing this need by developing and adding online services for students. Open ended responses to questions regarding satisfaction with course offerings showed the most common response was a request for more online courses, which the college is expanding significantly.

Assessment: Improving – early phase. No action.

Table 24: Responses to 2016 Student Satisfaction Survey Question: *Admissions, Registration, Advising, and Financial Aid in Student Services are accessible and sufficient for me to reach my educational goals.*
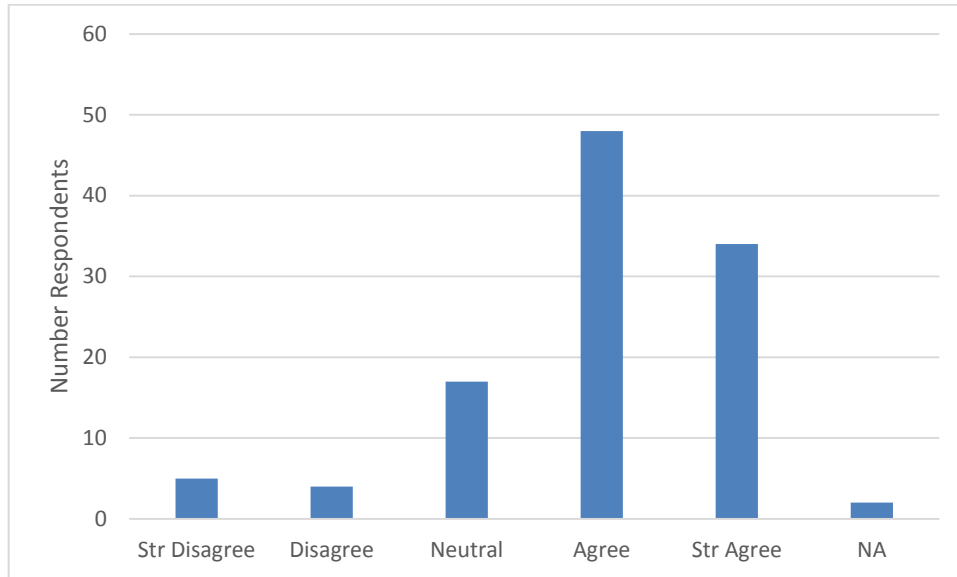


Source: 2016 TBCC Student Satisfaction Survey

Table 25: Responses to 2016 Student Satisfaction Survey Question: *I am satisfied with the customer service I have received from the TBCC bookstore.*
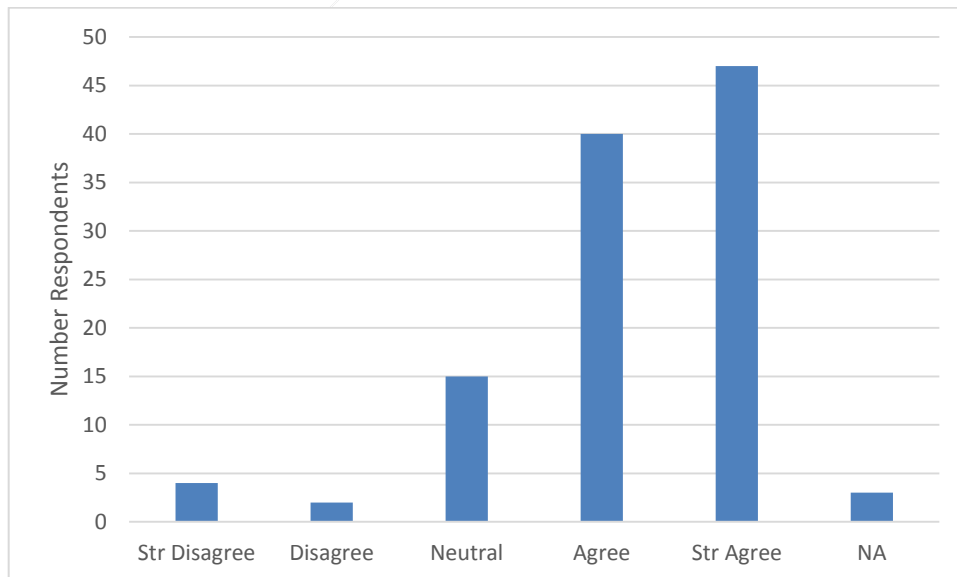
Source: 2016 TBCC Student Satisfaction Survey

Table 26: Responses to 2016 Student Satisfaction Survey Question: *Taking online courses would make it easier for me to achieve my educational goals*.
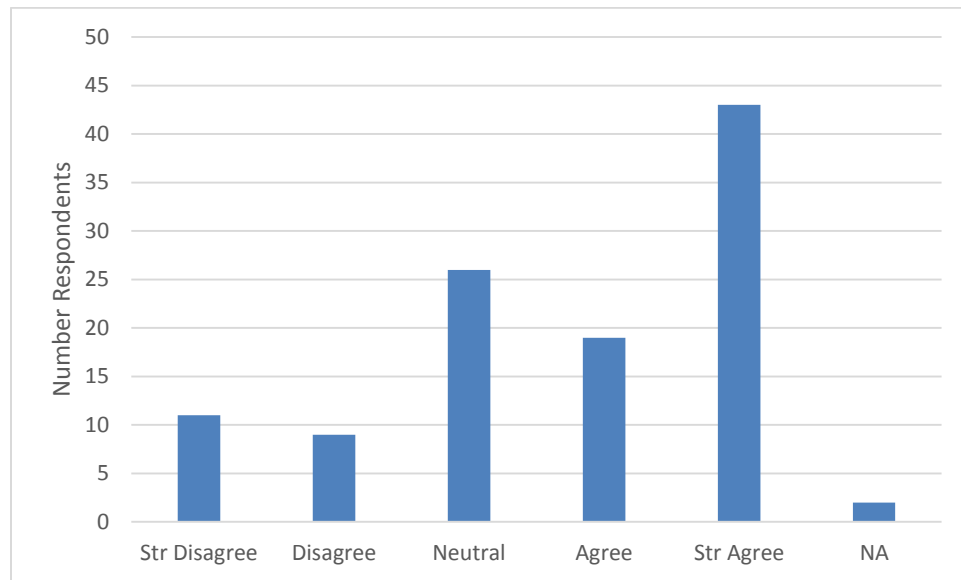
Source: 2016 TBCC Student Satisfaction Survey

Table 27: Responses to 2016 Student Satisfaction Survey Question: *The hours the campus is open and access to campus resources are sufficient for me to reach my educational goals.*
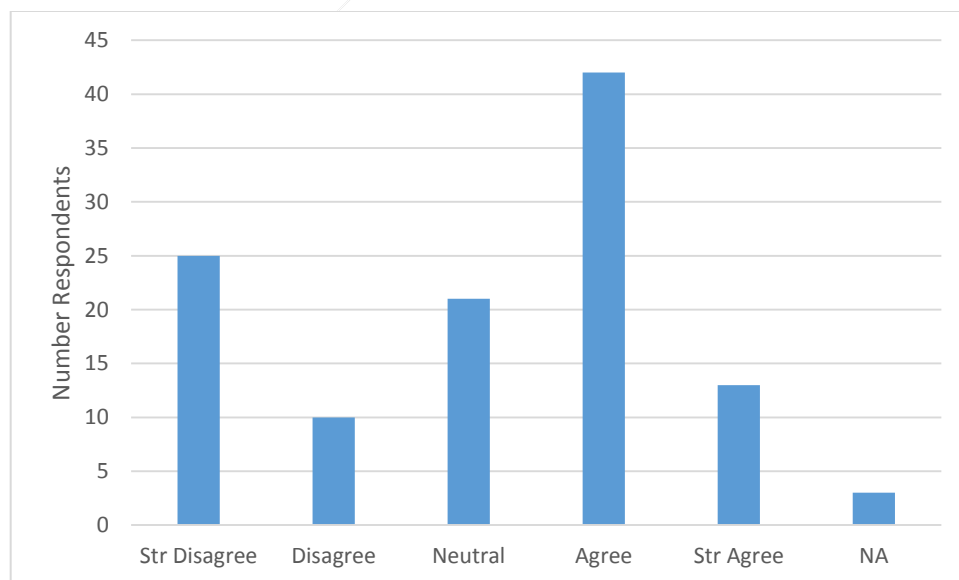
Source: 2016 TBCC Student Satisfaction Survey

Core Theme 1 Equity and Access Measure: Publication of financial aid information; Student awareness of financial aid opportunities

Analysis: The College has developed and implemented online financial aid counseling and advising, in addition to self-guided tutorials. College required orientations for incoming students have modules devoted to educating students about financial aid options and the student's obligations regarding financial aid. Student surveys show steady improvement over time with student awareness of financial aid opportunities and student satisfaction with the services provided. Responses to SENSE survey question shows improvement in these perceptions among fulltime students, part-time students, and the overall student population. The 2016 TBCC Student Satisfaction Survey indicates that of the students surveyed who utilize these services, the majority agree or strongly agree that the services have been helpful to them over the past year.

Assessment: Meets expectations. No action.

Table 28: Responses to 2016 TBCC Student Satisfaction Survey Question: *Meeting with a Financial Aid Advisor has assisted me to meet financial obligations this academic year.*
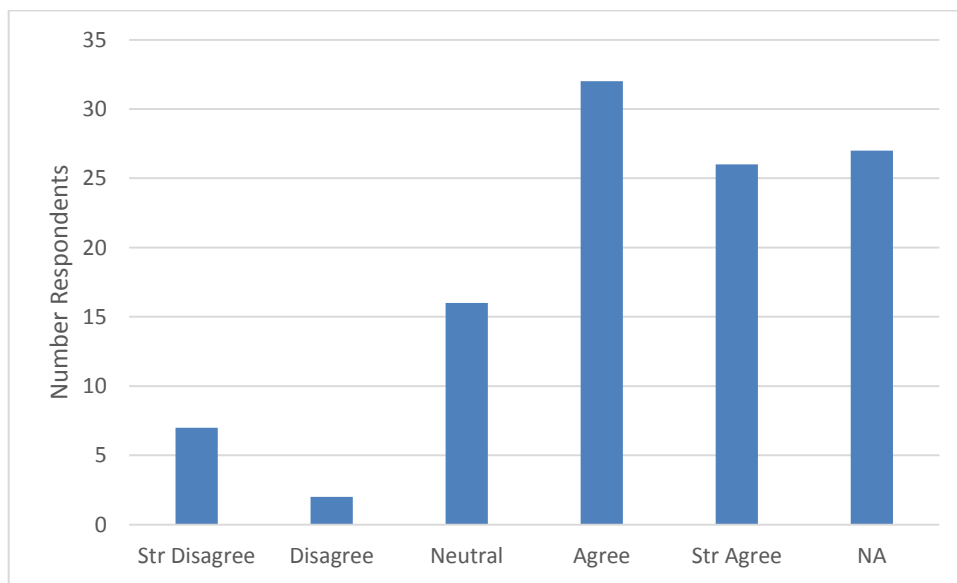
Source: 2016 TBCC Student Satisfaction Survey.

Table 29: SENSE Survey Responses, 2009. 2012, and 2015 Administrations: The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)
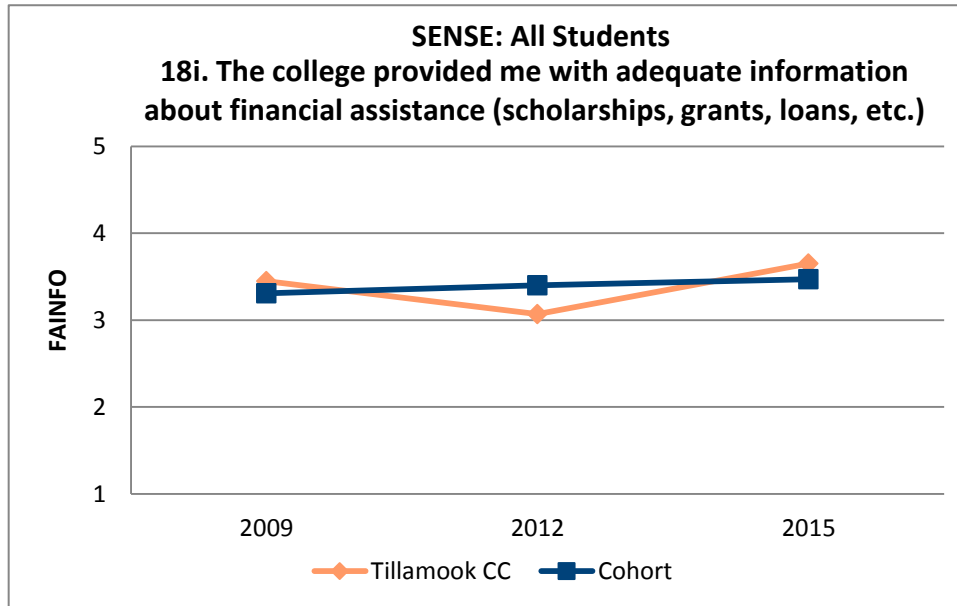
Source: SENSE student surveys, 2009, 2012, and 2015 administrations.

The SENSE survey captures the experience of entering students enrolled in remedial or developmental and college success classes. It is administered after the first three weeks of the quarter. Responses are rated 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree. Last administered in Fall of 2015, the survey shows improvement over time with students in the aggregate as well as when separated into full-time and part-time populations (see above). The 2016 Student Satisfaction Survey, which was limited to credit students and had a larger number of respondents (see above), indicates that the majority of students responding who used these services agreed or strongly agreed that Financial Aid advising had benefited them.

Core Theme 1 Equity and Access Measure: Growth in available student scholarships

Analysis: Since 2014-15 the number and value of available scholarships for students has grown. In the case of available foundation scholarships (see below), the total number of scholarships has grown from 19 in 2014-15 to 34 in the coming year. The total dollar value if these scholarships has nearly tripled.

In addition to foundation scholarships students may be eligible for the First Class Scholar award, which covers tuition for high school students meeting the criteria. In 2015 the Oregon State Legislature created the Oregon Promise Grant, designed to

encourage those completing high school and also recent GED completers to immediately continue their studies in a local community college by providing funding to assist them.

Assessment: Meets expectations. No action.

Table 30: TBCC Available Student Scholarships, 2013-14 to 2016-17

	2014-15	2015-16	2016-17*
Endowed Scholarships	11	11	11
Named Scholarships	8	17	23
Total Value	$ 24,300	$ 55,250	$ 67,000

Core Theme 1 Equity and Access Measure: Growth in use of open educational resources for instructional matter

Analysis: Through student learning assessment and faculty-student interaction it was determined that a high number of students were no longer purchasing textbooks for use in classes due to financial constraints. Many students on financial aid were foregoing textbooks to use money for food and other living expenses. In response the college began an initiative to promote the use of fee, Open Educational Resources as instructional materials in classes. To date 51 courses are using Open Educational Resources, and the college has saved students $129,000 over the first phase of the initiative. The initiative has prompted a change in bookstore operations as well, with the college contracting with an online bookstore for these services, and a reallocation of college resources to other areas.

Assessment: Meets Expectations. No Action.

Table 31: Growth in Use of Open Educational Resources and Student Savings

	2014-15	2015-16
No. of Classes using OERs	15	51
Savings by year	$27,340	$102,407
Total Savings to date		$ 129,747
Average savings per student per class		$ 209.27

Source: TBCC Title III grant records and bookstore files.

Core Theme 1 Equity and Access Measure: Continuous improvement in student perceptions of college as a personal, responsive and high technology learning community.

Analysis: Student perceptions of the college as being small, personal, and responsive are integral to the college's achievement of its mission and core themes. While student perceptions are positive, the college is striving to improve these ratings to "Strongly Agree."

Assessment: Improving – early phase; Phase I initiative: staff meet and monitor.

Table 32: SENSE Survey Student Responses to Question: *The very first time I came to this college I felt welcome.*

	2009	2012	2015
Mean Score	3.95	3.95	4.04

1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree
Source: SENSE survey administration, 2009, 2012, 2015.

SENSE student surveys administered in 2009, 2012, and fall 2015 indicate an improvement in students' perceptions of the college as a welcoming environment (see above). On the CCSSE student survey, administered in 2008, 2011, and 2014, students rated their overall experience at the college as Good in 2014. The mean rating given by students, however, had declined since 2011 (see below). It is too soon to determine whether the slight improvement exhibited between the 2014 CCSSE survey and 2015 SENSE administrations is the result of actions taken.

The college has instituted a number of initiatives in the past two years to increase faculty/staff interaction with students and to personalize the learning environment for students. The intent is to continue this level of support for each student over the entire period of their education at the college. TBCC hopes to see continuous improvement on this measure.

Table 33: CCSSE Survey Student Responses to Question: *How would you evaluate your entire educational experience at this college?*

1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent
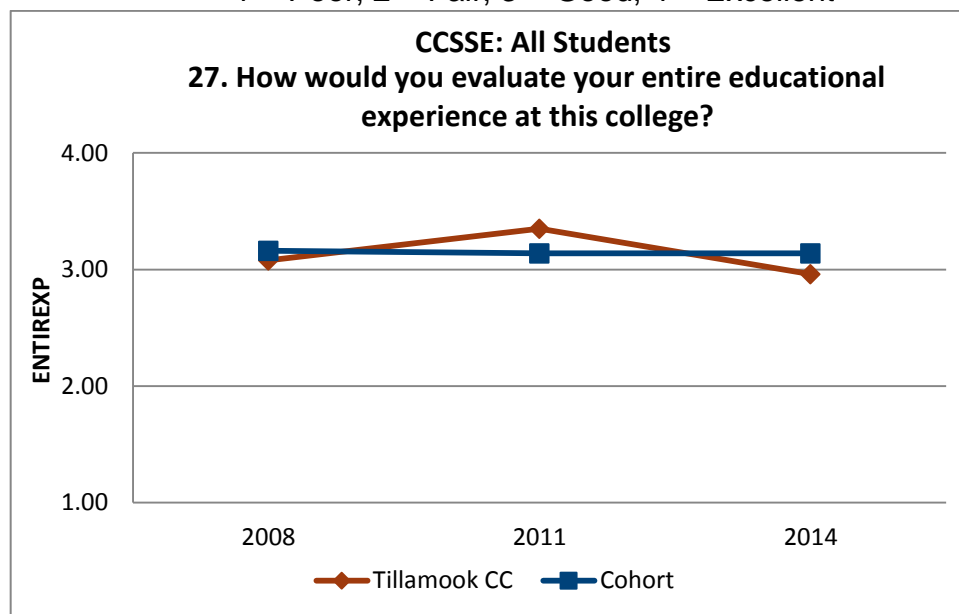
Source: CCSSE Survey administrations, 2008, 2011, 2014.

Core Theme 1 Equity and Access Measure: Growth in college IT infrastructure and capacity

Analysis: Under the auspices of the Title III grant last year the college was able to purchase a new server to expand the capacity of its infrastructure from 3 terabytes to 27 terabytes, although a percentage of that capacity is consumed by backup measures for data protection. Wireless capacity was also increased to accommodate the growth in numbers of students enrolling in online courses and using online services.

Assessment: Meets expectations. No action.

Core Theme 1 Equity and Access Measure: Growth in number of courses using technology-enhanced, hybrid, and on-line instructional methods

Analysis: While figures below indicate a slight drop in the number of evening sections offered, online, hybrid, and evening hybrid offerings have dramatically increased. All of these instructional delivery methods reduce the on-campus commitment for working adults, caregivers, and those with transportation challenges or other constraints.

<u>Assessment</u>: Meets expectations. No action.

Table 34: Growth in Access to Flexibly Scheduled Offerings, 2013 to 2016

	2013	2014	2015	2016
Evening Sections	69	102	75	68
Online Sections	24	25	25	42
Hybrid Sections	10	17	20	34
Hybrid-Evening Sections	3	3	4	6

Source: TBCC scheduling records and student information system.

Core Theme 2: Economic Success

Core Theme 2: Economic Success: Progress Outcome

Progress: Student selection and pursuit of educational goals is informed by an awareness of potential careers, entry level requirements and employer expectations, and the optimal educational pathway to achieve those goals.

Query: Does the college assist and support students in understanding their own potential in terms of careers and employment opportunities, and of the pathway to achieve these goals?

Core Theme 2 Progress Measure: Completed career education plan

Analysis: Students enrolling in the college's College Success class prepare a career education plan as part of the class, and then are expected to review the plan with their advisor. Students completing the plan map out their educational plan according to their career goals. Last year 161 career education plans were completed and submitted by students. It is expected that with the integration of the College Success class into the first quarter requirements of all degree programs, a growing percentage of students will have completed career education plans on file.

Assessment: Meets expectations. No action.

Core Theme 2 Progress Measure: Career advising services

Analysis: TBCC has increased its staffing levels in Student Services, to increase student access to career advising services and assist students in aligning their education plans with their career goals. Career advising and planning are an integral part of the College Success class that all incoming students are required to take, with the completion of a Career Education Plan representing a significant part of the course assessment. The college also maintains a Career Pathways website, with information about occupational paths and required skills, earning potential, and links to resources for students.

Assessment: Meets expectations. No action.

Core Theme 2: Economic Success: Completion Outcome

Completion: Students complete certificate, degree, and/or certifications adequately prepared for today's workforce (employability) and/or qualified for career advancement.

Query: Does the college learning environment support a growing number of degree and certificate completions, with students prepared, upon completion to excel in the workplace?

Core Theme 2 Completion Measure: Career and technical degree or certification completion

Analysis: The College has exhibited little growth over the period in awards of Career Technical certificates and degrees (see below). The low number of completers led to the decision to review all career technical program offerings and update them, with new certificates and career pathways developed. It is expected that the number of awards will increase with the redesign of the career technical degrees and the addition of industry-relevant certificates.

Assessment: Strategy developed and being implemented. Phase I initiative; staff meet and monitor.

Table 35: TBCC Career Technical Degree or Certificate Completions, 2012-2016

	2011-12	2012-13	2013-14	2014-15	2015-16
C/T: CP Certificate	3	2	3	3	2
CTE Certificate more than 1 year	4	7	2	4	0
A.A.S.	8	12	7	8	8

Source: TBCC Student Information System

Core Theme 2 Completion Measure: Licensure/certification rates

Analysis: While the number of students testing for EMT certification has declined, the certification rate has increase over the period. The program's certification rates had been declining up to 2014. Ain response to feedback from students and employers, a change was made in instructional personnel, and certification rates have improved. EMT classes are now housed under the umbrella of the Criminal Justice and Public Safety degree, which was redesigned during the last academic year. It is expected that enrollment declines will be reversed due to the new program structure and the broader student audience that can be reached.

The college's redesigned Manufacturing and Industrial Technology program integrates the national Manufacturing Skills and Standards Council's industry certifications into its coursework. These will be tracked and monitored in the future. The Business Administration's program is preparing to seek state approval for its capstone course to be approved as an industry preparation certification this year. If approved, results of this will be tracked as well.

Assessment: Meets expectations. No action.

Table 36: Emergency Medical Technician National Certification Cognitive Exam Pass Rates, 2012-2016

	2011-12	2012-13	2013-14	2014-15	2015-16
Pass Rate	75%	68%	62%	88%	100%
Number tested	4	19	13	8	5

Source: National Registry of Emergency Medical Technicians.

Core Theme 2 Completion Measure: Number of students gaining employment

Analysis: Data for student employment is not currently available. This indicator will be retained but reported as NR until such time as the data can be obtained.

Assessment: NR.

Core Theme 2: Economic Success: Achievement Outcome

Achievement: College offerings and support services promote and advance local business growth, thereby promoting the economic success of the region.

Query: Does the college provide meaningful support to business growth and advancement of the region?

Core Theme 2 Achievement Measure: Hours of contract training provided

Analysis: This service area has been in development in recent years. Activity has been growing, with the 2015-16 year providing the benchmark for reporting. Significant growth potential exists as employers served by the college's technical programs expressing active interest in process improvement and industry-specific skills modules.

<u>Assessment</u>: Meets expectations. No action.

Table 37: TBCC Hours of Contract Training Provided, 2015-16

	Sessions	Total Hours	Employees Trained
2015 - 2016	30	168	118

Source: TBCC Contract Training records.

Core Theme 2 Achievement Measure: Customized training employer satisfaction

<u>Analysis</u>: Aggregated evaluations of contract training sessions exhibit consistently high scores. Interest in contract training opportunities and their potential is evidenced through ongoing discussions with employers.

<u>Assessment</u>: Meets expectations. No action.

Table 38: Cultivating Excellence for Today's Leaders - Aggregated Evaluations

Cultivating Excellence for Today's Leaders - Cumulative Scores from 6 Trainings	
Scale:1 =strongly disagree/2=somewhat disagree/3=Neutral/4=somewhat agree/5=strongly agree	*Ave.*
1. The instructor(s) presented the material in a clear and understandable way.	*4.52*
2. The instructor(s) was (were) willing to answer questions.	*4.90*
3. The instructor(s) was(were) knowledgeable in the subject matter.	*4.90*
4. The instructor(s) was(were) well prepared.	*4.77*
5. The instructor(s) generated interest in the topic.	*4.65*
6. The training workbook and exercises contributed to my understanding of the material.	*4.44*
7. The training material was delivered at a pace that was comfortable for me.	*4.29*
8. The topics covered in the training are applicable to my work.	*4.68*
9. The training met my expectations.	*4.43*
Scale: 1=poor 2=fair 3=average 4=good 5=excellent	*Ave.*
10. My overall rating of the training is:	*4.51*
11. My overall rating of the instructor(s) is:	*4.73*
12. My knowledge of the topic before the class was:	*3.27*
13. My knowledge of the topic after the class is:	*4.27*

n = 76. Source: TBCC contract training records.

Core Theme 2 Achievement Measure: Small businesses served by SBDC

Analysis: The Small Business Development Center is under new leadership and has been active in the community building new relationships and enhancing existing ones this year. A synergy has been created between contract training personnel, career technical credit programs, and the SBDC, with potential partnerships and shared programs and seminars under discussion. Feedback from SBDC clients and local business representatives has been positive in terms of improved accessibility of services and personnel, and the quality of services provided.

In the year 2015-2016 the SBDC provided 846 hours of one-on-one consultation to its clients, compared to 795 hours in 2014-2015. While the number of individual clients dropped slightly from the previous year (154 in 2014-2015 compared to 132 in 2015-2016), each individual client received more intensive counseling, as can be seen by the increase in consulting hours.

Assessment: Meets expectations. No action.

Table 39: Small Business Development Center Activities, 2015-2016

Businesses Counseled	2015-2016
Current clients	80
Long-term clients	52
Total	132
Revenue increase generated	$1.9 million
Capital infusion to local economy	$1.3 million
Jobs retained in service area	22

Source: Table 39 and 40: Tillamook County Small Business Development Center

Table 40: SBDC Service Evaluations 2015-2016

SBDC Service Evaluations, 2015-2016 (Aggregated over 8 Workshops)	
Counseling Session	4.79 overall
The Counselor	4.83 overall
Training	4.63 overall
The Trainer	4.90 overall
Note: all ratings based on a scale of 1 to 5 with 1 being poor and 5 being excellent	

Core Theme 2 Achievement Measure: Employer satisfaction with TBCC student employee

Analysis: This measure is Not Reported this year. The college is discussing the different strengths and weaknesses of alternate methods of assessing this measure. The expectation was that an employer survey would be developed and disseminated this year. A number of challenges have been identified in terms of tracking an effective number of graduates employed within the service area whose employment is directly related to their degree. When considering only the number of career technical graduates each year, this number becomes even smaller. There is discussion at the state level of developing a tool which tracks students to employment, and if this tool were to be developed, the college would have access to it for more effective tracking.

Assessment: NR

Core Theme 3: Leadership, Partnership and Community Engagement

Core Theme 3: Leadership, Partnership, and Community Engagement: Progress Outcome:

Progress: TBCC personnel embrace and embody a spirit of service, engagement, and commitment to the community and the college mission.

Query: Are college personnel effective ambassadors of the college and contributors to the social fabric of the community?

Progress: TBCC service area employers and community members are actively engaged in college educational endeavors (program advisory committees, the provision of internships and work-based learning activities, tutoring and mentorship services, and class presentations/speaking engagements).

Query: Does the college foster a local culture that values the importance of education by developing deep and meaningful connections with community partners?

Core Theme 3 Progress Measure: Interaction with community service partners, including Regional Solutions, WorkSource, and SBDC

Analysis: At the time that TBCC received accreditation, the college was commended for the strong support it has from its community and for its relationships across the broad spectrum of its service area.

In February 2017 the Partners for Rural Innovation Center will open across the street from the college's main campus. The Partners for Rural Innovation Center is an 11,000 square-foot multi-use facility that will house OSU Extension, TBCC's Agriculture and Natural Resources degree program, the Small Business Development Center, Tillamook County Economic Development Center and the Visit Tillamook Coast tourism team. The building is the culmination of the strong relations the college and these partners have forged together. With all partners located in close proximity to each other, there will be even greater opportunity for new collaborative projects and educational services to be developed. Regional Solutions will continue to be housed in the TBCC main campus building, with the ability for all partners to work collaboratively.

The college has continued to develop the relationship with WorkSource Oregon. The Career Pathways Coordinator communicates regularly with WorkSource personnel regarding career pathways and employment opportunities in the area. This year the college and WorkSource cooperated in the provision of Adult Basic Skills and GED classes at the WorkSource facility, to increase access to these educational services to

those who use public transportation. The courses have been successful enough that maximum enrollment was reached in spring quarter.

Assessment: Meets expectations. No action.

Core Theme 3 Progress Measure: TBCC personnel involvement in community, service and social activities

Analysis: TBCC personnel are involved in a variety of community activities and serve as volunteers with numerous organizations, including the Women's Resource Center, CARE, the Food Bank, and Habitat for Humanity, and different service organizations. Others serve on School Boards and on city councils. They are also active in natural resource conservation activities including the Estuaries Partnership, marine research and education, and river conservation. This involvement takes place in the employee's personal time and comes from commitment to the community. With a small number of full time employees, the level of involvement and visibility the college has been able to achieve within its community is notable.

Assessment: Meets expectations. No action.

Core Theme 3 Progress Measure: Community events hosted at TBCC

Analysis: TBCC hosts a growing number of community events and public meetings for different organizations (see below). The college has actively worked to increase the number of these events, as a service to the community that has few meetings rooms for large meetings. The college has also hosted seminars associated with service learning activities, art exhibits by students and local artists, history displays in collaboration with the Tillamook Pioneer Museum, and book discussions by local authors. By bringing the community to the college for gatherings of interest to a broader audience, the college can reach a broader spectrum of the community.

Assessment: Meets expectations. No action.

Table 41: TBCC 2013-2017 Community Events

	2013-14	2014-15	2015-16	2016-17*
Number of Events	168	116	179	170

Source: Office of Instruction, room scheduling calendar records. 2016-17 figures projected.

Core Theme 3 Progress Measure: Employer engagement and participation in educational programs, support services and student success

Analysis: All Career Technical programs have program advisory committees which have heavy representation from local employers in the relevant field. As members of the advisory committee, these employers bring up-to-date industry standards and practices to the programs' degrees, certificates, program design, and course content and outcomes. Many of these members also teach in the career technical programs as adjunct or volunteer to serve as guest speakers within the program.

Employers have been actively involved in the redesign of career technical programs this past year. All employers in the area in the career technical field were interviewed individually concerning entry-level skills desired, observed deficiencies in current entering employee skill sets, employment and wage prospects in the field, and what they considered to be critical knowledge for a program graduate to possess. The college conducted follow-up meetings with employers to review the program redesign in their area as it progressed and to provide input.

The College Board created a policy in winter 2016 that requires high level of interaction and commitment from the college and the employers. Board policy expects that advisory committee members take an active role in assisting and advising the college and its faculty in a broad range of areas, including curriculum modifications, identification of industry trends and certifications, and in building industry relationships and publicizing the program. As members of their respective advisory committees, employers also review program data and student success in their quarterly meetings at the college. Strategies for improvement and new opportunities for training and collaboration are discussed on a quarterly basis.

Assessment: Meets expectations. No action.

Core Theme 3: Leadership, Partnership and Community Engagement: Achievement Outcome

Achievement: The College is a center for a culture of collaboration that reflects the progress and hope of the community it serves.

Query: Is the college an integral component of and contributor to the advancement of the community?

Core Theme 3 Achievement Measure: Employer surveys, community forums, CCSSE, SENSE and student surveys

Analysis: The College hosts community and local government forums on campus on a regular basis, providing a well-equipped space and access to technical equipment for their needs. The number of these requests continue to increase, and the college accommodates them to the extent possible within the instructional schedule.

The opening of the Partners for Rural Innovation Center in February of the coming year will house OSU Extension, TBCC's Agriculture and Natural Resources degree program, the Small Business Development Center, Tillamook County Economic Development Center and the Visit Tillamook Coast tourism team. It will be a central learning center for Tillamook County residents ranging from 4-H youth, community college students, small business owners to senior citizens and serve as a hub for business and economic development, impacting thousands of individuals of all ages and levels of education as well as businesses and entrepreneurs through services, learning and training opportunities that will be offered at the new facility.

It may be necessary to review the indicators initially designated for this measure, as CCSSE and SENSE student surveys may not accurately capture information.

Assessment: Meets expectations. No action.

Core Theme 3: Leadership, Partnership and Community Engagement: Completion Outcome

Completion: TBCC students gain an understanding of social responsibility through participation in service and work-based learning projects.

Query: Do college instruction and support services foster in students a commitment to community service and contribution?

Core Theme 3 Completion Measure: Service learning, work-based learning, internships, and cooperative work experience opportunities integrated into instruction and into program outcomes

Analysis: The introduction this past year of service-learning activities through the auspices of a Connect2Complete grant was a successful pilot. These activities are expected to continue through the coming year with an extension of the Connect2Complete grant, and the hiring of a new coordinator. The goal is to reach sustainability in two years.

Service learning has yet to be integrated into program outcomes. However program outcomes are under review by faculty as part of the restructuring of the student learning assessment process, with the opportunity to take action on this.

Assessment: Strategy developed and being implemented. Phase I initiative: staff meet and monitor.

Core Theme 3 Completion Measure: Student participation in volunteer and service learning activities.

Analysis: Service learning activities were introduced last year into eight first term and developmental courses. Overall, 108 students participated in service learning activities. Students at TBCC participate in Phi Theta Kappa and the TBCC Associated Students organization, and there have been linkages now established with these student organizations, with Phi Theta Kappa adopting a service learning activity as well. The goal is to expand student engagement in the college, the community, and with each other through service learning activities. The pilot of service learning was successful last year and the college intends to further its implementation and integration into other courses over the coming year. The College has received a continuation of the Connect2Complete grant to assist in this effort and provide sustainability for the coming year.

Assessment: Strategy developed and being implemented. Phase I initiative: staff meet and monitor.

Table 42: 2015-2016 Service Learning Activities

	Service Learning
Number of Classes Adopting Service Learning	8
Number of Service Learning Projects	15
Number of Students Participating (duplicate)	108

Source: Service Learning Coordinator records.

Surveys were administered at the end of most courses in which service learning projects were introduced. While students were uncertain as to whether participation in service learning would help them in their professional goals, responses to the following questions indicated they found instructional value in the projects and they contributed to the value of the learning experience for students (see Table 3 below). The majority of students felt the service learning projects helped them understand the relevance of the course content and better understand course materials.

Table 43: Percentage of students either Agreeing or Strongly Agreeing to the following questions administered at end of course:

	% agree or strongly agree
The service learning project in this course helped me to see how the subject matter I learned can be used in everyday life	79.4
The service learning project I did in this course helped me to better understand the lectures and readings in this course	78.4
The service learning project increased my interest in the course.	76.5
The service learning aspect of this course showed me how I can become more involved in my community.	88.2
As a result of this service learning experience, I would encourage other students to take courses that offer service learning.	81.1
I believe that the idea of combining course work with service to the community should be practiced in other courses at this college.	78.2
As a result of my service learning experience, I plan to enroll in more courses that offer service learning at this or any other college.	50.0