

## Mission Fulfillment Report 2020-2021

Tillamook Bay Community College (TBCC) is in the final year of our seven year accreditation cycle and we are looking back at what we've learned through the process, while also looking forward to our next strategic planning cycle. We will build our next strategic plan this year through a collaborative process with the community. This is an opportunity to get clear on our priorities for the coming years, and set a framework for achieving are goals.

### **VISION**

Tillamook Bay Community College is a local leader in education 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 other achieve their potential.

### **EQUITY VALUE STATEMENT**

Tillamook Bay Community College is enriched by diversity. Each individual uniquely enhances and strengthens our learning environment.

- We value a community that promotes respect and dignity for all.
- We identify and eliminate barriers to learning.
- We provide equitable support and a safe and inclusive environment.
- We promote full engagement in our college community.

We do this through access, opportunity, and advancement for all.

### **STRATEGIC PLANNING**

TBCC continues to assess our performance using the 29 indicators in our strategic plan and to focus our efforts around those measures 'in the red'. In 2020-2021, we set a WIG to increase fall to winter persistence to 80%, in recognition of the challenges facing students during the pandemic. The goal was introduced with staff and faculty during fall in-service and we discussed how the work of each team impacts retention. We monitored and reported on this goal throughout the year. Our students experienced significant challenges this year, with a shift to online learning for many, the

financial impacts of job loss, and the k-12 school closures due to the pandemic. Housing and food insecurity are ongoing stressors for many of our students, which were only exacerbated by the pandemic. Our Student Services team worked diligently at connecting students with supports. Instruction worked diligently at retention. They reminded students to register, checked in on students frequently, and developed corequisite courses so that students could avoid the developmental education quagmire. That said, the WIG was harder to operationalize for other teams and so this goal may not have been galvanizing for all staff and faculty in the ways that other WIGS have been. Although a good deal of work went into this WIG, we did not achieve it (discussed below). We also recognize that WIGs may have unintended consequences, with an over-emphasis on achieving the WIG to the detriment of other factors. Future WIGs should take these issues into account.

We improved our process for service area and program reviews by adding a formal review by College Council. Council began in 2021 to use a rubric to assess the quality of every review that was conducted in the previous year. These rubrics have helped to improve the quality and depth of the reviews, and to provide a window into the work of all departments for the College Council.

In 2019-2020, the College established a set of leading indicators which included both credit and gateway momentum measures from the Guided Pathways model, in addition to persistence, retention and completion rates. These measures are displayed in our [Student Success Dashboard](#) which now sits on our redesigned website. Five-year trend data are available there as well as charts which show these measures disaggregated by key student demographic characteristics. We completed an analysis in 2021 to dig deeper into our data to better understand the barriers to success that exist for some students. The results of these analyses clearly indicate that family income is the most predictive factor in student outcomes. Students from low-income families (as measured by 'expected family contribution' from the FAFSA) experience more barriers at the College and are less likely to persist, be retained, pass gateway courses and complete a certificate or degree. The [dashboard](#) illustrates this pattern.

The next step for the College is to determine how to apply these findings and to identify ways these students can be better supported.

We have completed our second year as a part of the state's Guided Pathways reforms. While this ends our formal collaboration with the state, our Guided Pathways work is ongoing. In 2020-2021 we focused our efforts around the second and third pillars – helping students choose a path and stay on it. We established seven learning communities to expose students to a range of possible majors that share common prerequisites and help them see connections between their first-year courses and their career goals. Learning communities provide a support system for students with similar career goals and encourage the development of a sense of community with that cohort of students. TBCC faculty and staff will co-lead each learning community and emphasize relationships and student success through both academic and encouraged social interaction.

We also focused on building and refining curriculum maps. Faculty and the Office of Instruction have set both full and part-time maps for each major area, so that students can enroll in the classes that they need, when they need them. Faculty have clarified and reduced pre-requisites for all courses. They also established a common first term for each Learning Community so that students can make progress on their path, but also have some flexibility to switch majors within their Learning Community without getting off-track or losing credits. Future work will include implementing and funding Learning Communities fully and redesigning Student Services to assist with career exploration.

The College continued its commitment to building an equitable educational institution in 2020-2021, by focusing both on building our skills and by reaching out to our community.

1. We built on our previous training in applying an equity lens by hiring a consultant to conduct a set of workshops for the Equity and Inclusion Committee and the College Leadership Team. Three Board members participated as well – 24 participants in all. This work included training in and practice with tools like the Equity Lens adapted

from Lane Community College and group identity cards to better understand how to elevate the voices and experiences of systemically marginalized student groups. The Equity and Inclusion Committee has proposed a process for training staff and faculty and implementing these tools as a part of decision-making at TBCC and this plan is pending.

2. The committee also created ways to interact with the community around equity issues. The committee sponsored book clubs for staff and faculty which were great opportunities to learn together. Film events created opportunities for community members to view films and meet virtually to discuss them. While the pandemic necessitated virtual discussions, virtual showings and discussions were more accessible for many community members.
3. The murder of George Floyd impacted many in the community and illustrated systemic oppression in a way that many had not experienced. College leadership asserted, in a series of public statements, the College's commitment to addressing systemic racism in the community and in our College.

## **COVID PANDEMIC**

As the pandemic continues into 2020-2021 academic year, the College implemented a reopening plan with strong protections in place. This has been effective at preventing the spread of COVID. We have done this with nearly 55% of our classes back in person in some form. We have adapted many of our classes to a Hy-Flex modality which allows students to attend class in-person, synchronously and asynchronously simultaneously. This modality has been very popular with students. TBCC is an early adopter of this approach and has provided training in the modality to more than 30 faculty across the region. We have converted nearly all of our classrooms to support Hy-Flex, using federal and state pandemic funding.

As area high schools were closed, many of our dual credit course were cancelled, but the College offered free classes to juniors and seniors and many enrolled. These students were new to college-level coursework and needed more one-on-one support from our faculty and staff. This saved the community \$380k this year alone.

Our students are experiencing many challenges due to the pandemic, including increased basic needs insecurity. We surveyed students in May about their concerns related to the pandemic and more than a third were concerned about consistent access to food and 44% were concerned about housing. 64% expressed concern about the financial impact on their lives and the impact of the pandemic on their academic future. These data are helpful, as they provide insights into student concerns and guide us in how to support students more effectively.

Our Student Services team has continued to adapt and find ways to support students, including holding advising appointments both virtually and in-person. The team also created online workshops for students and held student cohort meetings using Hy-Flex modalities. Orientation events for new students were moved online using Moodle and Zoom meetings, all while shifting from one large orientation to events specific to learning communities. This allows students to receive information and support specific to their program of study. And to celebrate student achievements, the College held an online award ceremony which was well attended.

We were unable to hold a graduation ceremony in 2020, but in 2021 we were committed to creating an inclusive event that would celebrate graduates from both years, and be a safe environment for friends and families to come together. Student Services along with other staff explored various locations and modalities and settled on a 'drive-in' ceremony on campus. But we recognized that this structure can present logistical challenges for some families. We provided socially distanced seating for those without personal transportation and broadcast the event on local radio and on Facebook in English and Spanish allowing family members from across the region to participate. This event was a tremendous success and very popular with students, staff, faculty and families. It was broadcast as far away as Mexico to student's extended families!

## **MISSION FULFILLMENT**

Tillamook Bay Community College (TBCC) has defined mission fulfillment, both overall and within each Core Theme, as attaining 70% of all measures within the achieved or minimally achieved range. The achievement of each indicator is determined by

comparing the current statistic with the threshold levels for each measure. These levels are:

● Green – Achieved      ● Yellow – Minimally Achieved      ● Red – Not Achieved.

The Core Theme of Educational Excellence demonstrated an 88% achievement rate – up from the 81% last year. This drop is in part due to the transfer rate measure. This measure increased significantly.

Strategic Plan 2017-2021					
76% Mission Fulfillment Achievement Rate					
Core Theme: Educational Excellence (88% achievement rate)	2020-2021	(2019-2020)	Threshold		
EE1 - Students make consistent and timely progress toward their individual educational goals.					
EE1.1 Pre-College Math Course Completion	<div><div></div></div> 2%	-3%	>= 2pp Increase: Green, 0-2pp Increase: Yellow, Decrease: Red <i>An increase from 65% to 66.9% passing rate.</i>		
EE1.2 Term-to-Term Retention	<div><div></div></div> 70%	73%	>=75%: Green, 70% - 75%: Yellow, < 70%: Red <i>3 pp decrease from previous year.**</i>		
EE1.3 Year-to-Year Retention - Full Time Students	<div><div></div></div> 55%	68%	>=60%: Green, 60% - 50%: Yellow, < 50%: Red <i>13 pp decrease from previous year.</i>		
EE1.3 Year-to-Year Retention - Part Time Students	<div><div></div></div> 22%	21%	>=30%: Green, 30% - 25%: Yellow, < 25%: Red <i>1 pp increase from previous year.</i>		
EE2 - Students exhibit successful completion of credit degrees, certificates, and/or licensing/certifications or transfer.					
EE2.1 Degree Completion - Full Time Students	<div><div></div></div> 27%	38%	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red <i>Year-to-year increase in the % of students completing (25 of 93 full-time and 13 of 85 part-time students completed).</i>		
EE2.1 Degree Completion - Part Time Students	<div><div></div></div> 15%	9%	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red <i>Cohort includes students with a transfer degree as their goal.</i>		
EE2.2 Four-Year Transfer Rates	<div><div></div></div> 28%	12%	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red		
EE3 - Students achieve student learning outcomes.					
EE3.1 Course Learning Outcomes	<div><div></div></div> 77%	82%	>=70%: Green, 60-69%: Yellow, <60%: Red <i>Measured by the percentage of students assessed as 'competent' or 'advanced'. 96% of courses reviewed this year, compared with 98% in previous year.</i>		
EE3.2 Program Learning Outcomes	<div><div></div></div> 80%	80%	>=70%: Green, 60-69%: Yellow, <60%: Red		
EE3.3 Institutional Learning Outcomes	<div><div></div></div> 74%	80%	>=70%: Green, 60-69%: Yellow, <60%: Red		
EE4 - Student needs are met through comprehensive support services.					
EE4.1 Textbook Savings to Students	<div><div></div></div> \$164,584	\$164K	>= \$150,000 annually: Green; \$125,000 - \$149,999 annually: Yellow; < \$125,000 annually: Red <i>Savings from the use of low or no cost educational materials.</i>		
EE4.2 Use of Advising Services	<div><div></div></div> 76%	89%	>=80%: Green, 70-79%: Yellow, <70%: Red <i>Percentage of students responding positively on survey.</i>		
EE4.3 Awareness of Availability of Tutoring Services	<div><div></div></div> 78%	70%	>=75%: Green, 74-64%: Yellow, <65%: Red		
EE5 - TBCC fosters a safe and inclusive environment in which all community members are welcomed and supported, and all perspectives and contributions are valued.					
EE5.1 Faculty and Staff Perception of Climate	<div><div></div></div> 74%	74%	>=70%: Green, 60-70%: Yellow, <60%: Red <i>Ratings of the climate as welcoming, supportive, safe, and inclusive.</i>		
EE5.2 Student Perception of Climate	<div><div></div></div> 73%	76%	>=70%: Green, 60-70%: Yellow, <60%: Red		
EE6 - The College will develop a culture of using data to inform decision making and monitor student success.					
EE6.1 Data Capacity and Accessibility	<div><div></div></div> 84%	91%	>=80%: Green, 70-80%: Yellow, <70%: Red <i>Percentage of staff rating data as accessible and used for improvement.</i>		
** pp = percentage point					

\*\* pp = percentage point

- EE1.1 Pre-College Math Course Completion – Completion rates for pre-college math increased by 2 percentage points over last year. While much of our developmental math has shifted to an ALEKS curriculum, we have recognized that in-person supports are important. This increase may be a reflection of the impact of the ‘Learning Lounge’, our joint center for math and writing tutoring. The Office of Instruction will continue its work in this area in the coming year by

adding co-requisite work so that students can start in college level courses.

Overall, FTE in developmental education has decreased consistently and we are pleased with this metric.

- EE1.2 Term-to-Term Retention – Term-to-term retention dropped slightly last year, from 73% to 70%, which was disappointing. Our WIG for the year was to increase this rate to 80%, but the impacts of the pandemic could not be completely mediated.
  - Student Services staff worked diligently with students who were at-risk for withdrawing in fall term, offering academic, social and financial supports. But the stresses experienced by students were significant, and too many of them were unable to complete their courses and/or to return for winter term. Advisors also called and emailed every fall student who failed to register for winter term, to encourage them and help them find a way back to the College.
  - Student Services continued with the strategy of multiple contacts for new students to improve onboarding. Advisors contact new students after they register for their first term, at the end of week one of the term, and again in the middle of the term, to ensure they have the supports they need to succeed in their courses. Student Services is tracking the success rates of students in their first term as an SAO.
  - The Business Office is tracking the percentage of students who are unable to register, due to holds from a financial account balance for the previous term, as one of their SAO's. They have continued to increase their communications with these students and to create tools to help them. These efforts haven't shown success yet, with 9.4% of students showing a hold in fall of 2020, up from 9% the previous year. It is challenging to make progress on this SAO due to staffing limits in the Business Office.
- EE1.3 Year-to-Year Retention – TBCC is not retaining first-year students at a high rate. We saw a decrease in the retention rate of full-time students (from 68% to 55%) and a slight increase in the retention rate of part-time students (from 21% to 22%). The COVID 19 pandemic had a profound effect on students' ability to



attend classes. In 20/21, over 25% of TBCC students reported on their financial aid application (FAFSA or ORSAA) that they were supporting children or other dependents. As the local K-12 school districts transitioned to remote learning and local child care providers closed their doors; many students had to make the choice to reduce the number of classes they were taking or even stop out entirely. Other students faced personal and/or family illness including mental health struggles and needed time to address these issues.







- EE2.1 Degree Completion – The completion rate for full-time students dropped from 38% to 27%, while the rate for part-time students remained flat. Completion rates are based on small samples and can fluctuate from year to year, but the full-time completion rate averages 31% for the last four years, which is comparable to similar Oregon community colleges.
- EE2.2 Four-Year Transfer Rate – This is the third year under the redesigned transfer rate measure. We found that transfer rate increased from 12% to 28%. While we expect that this rate may fluctuate due to the small size of the cohort, these large shifts are interesting. It makes sense that we continue our efforts to ease the transition from TBCC to four-year colleges, which includes our Navigator program - a program for second year students to guide them through the process of graduating which includes information for students on the financial challenges in paying university tuition. We will also continue to participate in statewide efforts to align degrees across two and four year schools and to adopt major transfer map.
- EE3 Learning Outcomes – Faculty and the Office of Instruction continue to strengthen the system for assessment of student learning outcomes, with 96% of courses reviewed in 2020-2021. The Office has moved to using our learning management system to collect these data which will allow us to disaggregate outcomes by gender, race/ethnicity and other student characteristics. Our third annual “Student Learning Outcome Report”, included in the appendices, demonstrates these changes and improvements.
- EE4.1 Textbook Savings to Students – The use of open educational resources (OER) continues, resulting in significant savings to students, over \$164k in 2020-

21. We will continue to promote the use of OER's, and have a three-year grant to encourage more application and acceptance of OER by faculty.

- EE4.2 Use of Advising Services – Student ratings of advising fell significantly, from 89% to 76% in 2020-2021. Prior to 2020-2021, advising at TBCC was primarily conducted in person. Due to the pandemic, we were forced to implement remote advising virtually overnight, while facing staffing capacity issues related to the pandemic. As we transition to 21/22, we have increased capacity allowing students to make an appointment with their advisor to meet in person or virtually, whatever works best for them. In addition, the office has re-opened allowing students the flexibility to stop by for immediate assistance, or just to say hi.
- EE4.3 Awareness of Availability of Tutoring Services – As a part of our annual Student Climate Survey, we give students the opportunity to indicate their awareness and use of tutoring services. We found that 78% of students were aware of our primary tutoring services, which include net-tutor (an online tutoring service), peer tutoring, the Learning Lounge which is the integration of the former writing and math studios. Efforts were made to increase communications with staff, faculty and students about the availability of tutoring and this may have paid dividends. We also worked to brand the Learning Lounge. The Library and tutoring were a central focus of the instructional in-service training in fall 2020. All of these concentrated efforts led to improvements in this metric.
- EE5.1 Faculty and Staff Perception of Climate – For the fourth year, we have included a set of items to rate dimensions of the campus climate in the Staff/Faculty Climate Survey. Ratings have remained consistent over the last two years, which is surprising considering the stressors caused by the pandemic.
- EE5.2 Student Perception of Climate – The College uses the same 10 dimensions within the Student Climate Survey, and these ratings are used to create the same composite score. Student ratings remain above the green threshold.
- EE6 Data Capacity and Accessibility – Staff/faculty ratings of data accessibility decreased to 84% this year, after an increase last year. While previous efforts have focused on making data more available, the focus this year was on digging into student success outcomes to identify potential equity gaps. We found that the

primary driver of student success is family income. These analyses were shared and discussed with staff and faculty at all-staff meetings, but no simple interpretations or applications resulted.

The Core Theme of Economic Success achieved a 67% achievement rate in 2020-2021, which reflects the challenges faced due to the pandemic, including a decrease in FTE.

Core Theme: Economic Success (67% achievement rate)	2020-2021	(2019-2020)	Threshold	
<b>ES1- The college programs and services support and advance local business growth through training and skill building opportunities.</b>				
ES1.1 Customized Training	 \$5,407	\$0	>= \$35k annually: Green; \$20k - \$34.9k annually: Yellow; < \$20k annually: Red	Measure revised in 2018-2019.
ES1.2 Quality Training and Business Advising	 7.9%	7.6%	>=2.5%: Green; 1.5% - 2.49%: Yellow; <1.5%: Red	Percentage of Tillamook County businesses served by the SBDC.
<b>ES2: College operations generate sufficient resources to support long term financial stability of the college.</b>				
ES2.1 State Reimbursable Student FTE	 -7.0%	-2.0%	>3% increase: Green; 0-3% increase: Yellow; < 0% increase: Red	Decrease from 467 to 424 FTE in 2020-2021 due to pandemic impacts.
ES2.2 Ending Fund Balance as Percentage of the General Fund	 33%	35%	>=23%: Green; 15% - 23%: Yellow; <15%: Red	Measure reflects EFB as a percentage of total expenditures.
<b>ES3: TBCC maintains its educational infrastructure to support effective teaching and learning.</b>				
ES3.1 Instructional Infrastructure and Services are Appropriate to Meet Educational Goals	 77%	80%	>=80%: Green; 70-79%: Yellow; <70%: Red	Percentage of students responding positively on survey.
ES3.2 Network Backbone and Hosted Services Uptime	 98%	98%	>=99%: Green; 97-99%: Yellow; <97%: Red	Percentage of time that TBCC hosted online services are available.

- **ES1.1 Customized Training** – In past years, the College has provided training for local businesses through our Customized Training Program. Capacity issues have been a challenge, and no trainings were offered in past years, but in 2020-2021, courses were offered which included trainings related to our truck driving program, conversational Spanish which was taken by local educators, and an excel course. This measure will be reconsidered as a part of the next strategic planning cycle.
- **ES1.2 Quality Training and Business Advising** – The Small Business Development Center continues to support local business through the pandemic and served 7.9% of county businesses, 2.5 times the national rate. SBDC services to businesses included helping them to secure capital, rethink marketing strategy and pivot delivery of services.
- **ES2.1 State Reimbursable FTE** – FTE dropped for the second year due to impacts of the pandemic. Many in-person community and continuing education courses were cancelled. Also, fewer dual credit courses were offered at area high schools, which caused a reduction in FTE earned from lower division courses. Despite the impact of

the pandemic, we saw a smaller loss in FTE than other Oregon community colleges. We are working hard to enroll new students and to reengage students who stopped out last year. We are again providing free tuition to high school students, which will increase FTE.

- ES 2.2 Ending Fund Balance as Percentage of the General Fund – The College continues to do an excellent job developing the annual budget and spending conservatively, and this is reflected in our success on this measure. The thresholds for this measure are consistent with Board policy, such that EFB should not fall below 15% of our expenditures (or into the ‘red’).
- ES3.1 Instructional Infrastructure and Services are Appropriate to Meet Educational Goals – The quality of educational infrastructure is assessed through an annual survey distributed to students. Unfortunately, student ratings dropped for the second year in a row, from 80% to 77% positive. This may be a reflection of the challenges that some students faced during online courses. IT maintained a laptop check out program which was heavily- used during the closure, as well as boosting the WIFI signal to the campus parking lot for those students without reliable connection at home. We remain concerned and will monitor this measure.
- ES 3.2 Network Backbone and Hosted Services Uptime – IT maintained 98% uptime in 2020-2021, consistent with rates in previous years. Because of COVID’s new demands and the resulting federal funds to help us address these demands IT moved up all of our timelines on internal network backbone upgrades. The entire network switch stack was replaced, all wireless access points were then able to be upgraded so they were replaced. The only planned project that was finished was to upgrade the hosts for our virtual environment. This year the focus is on cybersecurity and how to prevent or respond to attacks.

The Core Theme of Leadership, Partnership and Community Engagement recorded a 57% achievement rate, based on the seven indicators. The impact of the pandemic can be seen in the reduction of dual credit courses, the impact on our partnership relationships and a reduction in the number of campus events.

Core Theme: Leadership, Partnership, and Community			2020- (2019- 2020)	Threshold	
Engagement (57% achievement rate)			2021	2020)	
LPCE1 – The College Foundation provides opportunities for the community to contribute to student scholarships, programs, and services of the college.					Total contributions or donations made to the TBCC Foundation (excluding capital).
LPCE1.1	Increase in Resource Development	<div></div>	\$165,359	\$220,047	>=\$100K: Green; \$85-99K: Yellow; <\$85K: Red
LPCE2 –The college encourages employees and students to cultivate a commitment to civic engagement.					
LPCE2.1	Student Civic Engagement	<div></div>	28	22	>= 40 events: Green; 32-39 events: Yellow; <=31 events: Red
LPCE2.2	Employee Civic Engagement	<div></div>	23	4	>= 12 events: Green; 9-11 events: Yellow; <=8 events: Red
LPCE3 –The college partners with the community to expand opportunities for students.					
LPCE 3.1	High Quality Partnerships	<div></div>	62%	78%	>=80%: Green; 70-79%: Yellow; <70%: Red
LPCE 3.2	Dual Credit Course Participation	<div></div>	44%	56%	>=75%: Green; 50-74%: Yellow; <50%: Red
LPCE4 - The college promotes comprehensive and continuous advancement for all employees through professional development opportunities.					Percentage of high school upperclassmen taking a Dual Credit Course.
LPCE4.1	Professional Development - Staff	<div></div>	100%	97%	>= 70%: Green; 50-69%: Yellow; <50%: Red
LPCE4.2	Professional Development - Faculty	<div></div>	100%	98%	>= 70%: Green; 50-69%: Yellow; <50%: Red

- LPCE1.1 Increase in Resource Development – The TBCC Foundation continues to support the College and exceed the green threshold. Next year the foundation's efforts will be focused on supporting fundraising toward the Facilities Master Plan and our CTE program needs. This year we also raised \$238,287 toward those needs capital funds raised are not included in this calculation.
- LPCE2.1 and LPCE2.2 Student and Employee Civic Engagement – The College values civic engagement and encourages students, staff and faculty to lead and participate in community events. We found a significant drop in the number of events for students, primarily due to the pandemic. With many classes online and on-campus events curtailed, there were limited opportunities for civic engagement. We hope to provide more opportunities as the pandemic wains. While civic engagement is an important value for TBCC, these measures may not accurately reflect our efforts. We also are discussing the revision of our strategic plan after this year and how better to assess this core theme. The College values engagement in the community but we need a better way to measure it.
- LPCE3.1 High Quality Partnerships – The College partners with a variety of industry representatives that help advise TBCC staff on our instructional programs. The College holds quarterly meetings with these advisory committees for each of our Career-Technical Education (CTE) programs, as well as collaborative groups of representatives from local educational institutions. Positive ratings dropped from 78% to 62%, continuing a 2 year slide. We revised our data collection this year to support disaggregating results by advisory group – which makes the results more

useful. This decrease was not centered in one advisory group, but occurred across groups. Communication and collaboration with these groups may have been impacted by the pandemic which pushed meetings online. The question of where measures should sit in our organization will be an important one when we begin developing our new strategic plan.

- LPCE3.2 Dual Credit Course Participation – Participation in dual credit dropped by 12 percentage points due to cancellation of these courses by area high schools. This result doesn't include high school students who took courses at TBCC through our expanded options program. We made enrollment free for high school students, which provided an important service for students. The Office of Instruction continues to build this program to a great success. COVID impacts have been measurable, but we are committed to this work and are planning to build back strong.
- LPCE4.1 and LPCE4.2 – 100% of staff and faculty participated in two or more professional development opportunities this year. This reflects better record keeping on the part of staff, and the efforts of the Office of Instruction to continuing to provide regular trainings for adjunct instructors and requiring that all faculty participate in professional development.

Overall, TBCC exceeded the green or yellow threshold in 76% of our 29 measures. The College achieved the green or yellow in 88% of the 16 measures in Educational Excellence, 67% of the six measures in Economic Success, and 57% of the seven measures in Leadership, Partnership and Community Engagement. Our performance on many measures was impacted by the pandemic. Building closures and the move to online courses negatively impacted enrollment and FTE, limited opportunities for civic engagement, and resulted in lower completion rates for developmental math courses. Despite these impacts, we are proud of our performance under these difficult circumstances.

## PROGRAM AND SERVICE AREA REVIEWS

The College reviews each academic program and service area every three years. This review includes an identification of trends and challenges, an analysis of progress made toward meeting service area outcomes, and for academic programs a thorough review of enrollment and completion data. These reviews are opportunities to pause and thoughtfully consider how the program or service area is supporting the College's mission.

Beginning in 2020-2021, our College Council has begun evaluating the reviews, using rubrics aligned with the 2020 accreditation standards. A subcommittee rates the quality and completeness of the review, and then shares this feedback with the program or service area during a collaborative conversation. We are finding that this process is leading to better and more insightful reviews and also creates substantive interaction and learning for College Council members, who may not be familiar with the work of each program or service area.

These reviews are shared publicly on the [College's website](#). This is our review cycle:

### Cohort A (2017-2018) (2020-2021) (2023-2024)

AREA	LEAD
Business Office/Store	Chief Financial Officer
Library	Director of Library Services
Student Services & Advising	Chief Student Services Officer
Ag/Natural Resources/Forestry/Animal Science	Chief Academic Officer
Business Administration	Chief Academic Officer
Healthcare: AAS, MA, Phleb, EMS, BHC (2023-2024)	Chief Academic Officer

### Cohort B (2018-2019) (2021-2022) (2024-2025)

Advancement	Exec. Director of Development...
Facilities/Safety	Director of Facilities, Safety, HR
IT	Director of Info. Technology
Office of the President	President
ABE/GED/ESOL	Chief Academic Officer
Criminal Justice	Chief Academic Officer
MIT	Chief Academic Officer

Welding (2024-2025)	Chief Academic Officer
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Cohort C (2019-2020) (2022-2023) (2025-2026)	
Non-Credit Classes/Programs (Continuing/Community Education Contracted Training, NCTC)	Chief Academic Officer
Human Resources	Director of Facilities, Safety, HR
Institutional Effectiveness	Director of IR & Planning
SBDC	Director of SBDC
Office of Instruction	Chief Academic Officer
General Education & Transfer	Chief Academic Officer
Occupational Skills Training (2025-2026)	Chief Academic Officer
Agricultural Technology (2025-2026)	Chief Academic Officer

## SUMMARY

Overall, TBCC exceeded the green or yellow threshold in 76% of the 29 measures and one of the three Core Themes. Our achievement rate for the Economic Success Core Theme was 67%, the same rate as the previous year, due to continued impacts of the pandemic on FTE. Our achievement rate for the Leadership, Partnership and Community Engagement Core Theme was 57%, a decrease from the rate of 71% the previous year. Again, this drop is due to a reduction in civic engagement activities on campus due to COVID safety measures.

The pandemic is impacting our students in significant ways including creating parenting and financial challenges for many, so it wasn't surprising that many were unable to complete the year and our persistence rate dropped. While we didn't achieve our WIG, it was the appropriate focus for our efforts around eliminating barriers for students. Instead of setting a WIG for next year with a narrow focus like persistence, which only includes new students in their first term, we are setting a broad frame for the WIG – to increase the number of successful student outcomes – and encouraging each department to identify how they can operationalize it. Each department is developing their specific objective within this framework and will implement projects to impact their objective, as well as setting metrics to assess their impact. We believe that this approach may allow diverse departments to find more powerful ways to work toward the WIG.



The coming year will be a busy one for the College, beginning with the development of a new strategic plan. We are envisioning this process as transparent and collaborative, involving staff, faculty and students in the development of each component of the plan. We will be reaching out to our community partners as well, for their views of our mission and the challenges they see our community facing. We are also expanding our facilities including the renovation of our Center for Industrial Technology facility and the building of a new academic building to house our expanding allied health programs. This process will begin with a capital campaign in 2021-2022. We will continue our work to eliminate barriers to success experienced by historically oppressed groups. This includes the hiring of a half-time coordinator to facilitate equity education at the College, and the implementation of our three-year equity toolkit process which will focus on building training materials in year one. We will also continue to explore our data, digging deeper into disparities in access and outcome due to family income. We also recognize that we are under-enrolling men at the College, especially in transfer degree programs, and men are often under-performing academically as well. Although this is a national trend, we need to identify causes and interventions that are appropriate for our small rural community.

This review suggests that while we have strong performance in many areas, improvement is needed in the both Economic Success and Leadership, Partnership and Community Engagement core themes. We believe that the work described here with a strong and explicit focus on equity, will promote greater student success.

## 2020-2021 Student Learning Outcome Report

### REVIEW

Tillamook Bay Community College (TBCC) has worked consistently on Student Learning Outcome Assessment. In 2013, when TBCC achieved its own independent NWCCU accreditation, and split from Portland Community College, faculty wrote new Course Content and Outline Guides (CCOG) and ensured all courses had Course Learning Outcomes (CLO), Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO). Over the next few years faculty measured these outcomes on paper forms and engaged in the work of mapping all outcomes to ensure that all students could achieve all outcomes when their program is completed at TBCC. Additional work includes each CTE advisory board reviewing learning outcomes, key assignments developed and tied to course learning outcomes, program review which is well underway (measures all student learning outcomes and sets program goals), and the identification of barrier courses (defined as courses with the highest D, F and/or Withdraw rates) which have goals set for improvement. **This is now the THIRD annual SLO report and it continues to improve.**

### Updates

In the past year, 2020-2021, TBCC has continued to work on assessment. A more simplified outcomes tracking process has been developed in Moodle (which is a tool faculty already use). After each course all faculty, regardless of modality or location, measure all student learning outcomes including course learning outcomes, program learning outcomes and institutional learning outcomes directly in Moodle. This information is then exported and ties to a table in Jenzabar which allows us to analyze all SLO achievement by student demographics including gender, race, ethnicity, first generation status, age, and degree program (virtually any demographic factor that we store in Jenzabar). The narrative piece is also still completed in Moodle (as a quiz) and rolled into Jenzabar where faculty can pull it the next time the course is taught (and the Online Instructional Coordinator can pull and send to each faculty the next time they teach the course ensuring that the loop is closed on course improvement). While the process is still a bit “clunky” this is a serious improvement and we are getting far more detailed and relevant information.

### 2020-2021

#### Institutional Learning Outcomes (ILO)

- Highest level aspirations, what students should exhibit at the end of their time at TBCC
- Align to values and core themes
- Measured: (a) end of every course; (b) program review; and via (c) Graduation Survey (new)

#### Program Learning Outcomes (PLO)

- What students should achieve as a result of completing their program
- Measured: (a) end of every course; (b) program review; and via (c) Graduation Survey (new)

#### Course Learning Outcomes (CLO)

- What a student should achieve at the completion of their course
- Measured: (a) end of every course; (b) course evaluation survey

For the 2020-2021 academic year 96% of all student learning outcomes (Course Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes) were measured directly by faculty. This is up from 22% (16-17), 22% (17-18), 77% (in 18-19), and 93% (in 19-20); a gain of 74% overall and 3% over last year. Our completion goal was met and we will now focus on maintaining this impressive progress.

As mentioned above, PLO's and ILO's are measured both directly and indirectly. In the past year rubrics to measure ILO and PLO achievement have been refined and all faculty, each term, are trained consistently on the use of these tools. We have also strengthened PLO/ILO measurements by asking students to complete a graduation survey and CTE employers to measure student PLO/ILO achievement in their capstone work experience course. We will continue to refine these with rubrics for consistent measurements. All of these efforts lead us to believe that our standardization has improved and will continue to do so. PLO's are reviewed in detail every three years in the Program Review and adjusted through that process as data indicates.

CLO's are also measured both indirectly and directly. Faculty measure student success of course learning outcomes based upon performance on selected assignments in each course (direct measurement), and this rolls up into a compilation score in the assessment database (an indirect measure). We are making progress on standardized assignments to measure CLO's and we continue to work on this. Feedback is also gathered from students on course evaluation forms after each course which faculty then review and use for improvement. Faculty also set goals for improvement in each course, each time it is taught. This data is used the next time taught so faculty can prep the course with the previously set goals forefront in their minds. These actions serve to close the loop and re-start the ongoing cycle of improvement.

#### **Overview of Total Achievement of Student Learning Outcomes (including transfer programs):**

*Note: For all, achievement is designed as competent and above.*

	2017-2018	2018-2019	2019-2020	2020-2021
Course Learning Outcomes	77%	63%	80%	74%
Program Learning Outcomes	75%	60%	80%	75%
Institutional Learning Outcomes	76%	58%	82%	71%

#### **General Education Results;**

	2017-2018	2018-2019	2019-2020	2020-2021
Course Learning Outcomes	77%	63%	80%	72%
Program Learning Outcomes	75%	60%	80%	72%
Institutional Learning Outcomes	76%	58%	82%	68%
<b>ARTS &amp; LETTERS</b>				
CLO			74.62%	73%
PLO			70.34%	69%
ILO			74.55%	70%
<b>READING &amp; WRITING</b>				
CLO			62.22%	63%
PLO			60%	70%
ILO			61.11%	41%

WRITING				
CLO			49.31%	71%
PLO			53.64%	74%
ILO			54.81%	71%
MATH				
CLO			79.74%	65%
PLO			76.99%	71%
ILO			73.35%	61%
SCIENCE				
CLO			61.35%	62%
PLO			52.87%	65%
ILO			55.03%	62%
SOCIAL SCIENCE				
CLO			75.99%	80%
PLO			67.23%	70%
ILO			64.81%	73%

Career Technical Education;

	2019-2020	2020-2021
MIT		
CLO	81%	87%
PLO	78%	90%
ILO	72%	88%
CRIMINAL JUSTICE		
CLO	73%	84%
PLO	76%	83%
ILO	74%	81%
WELDING		
CLO	81%	78%
PLO	78%	84%
ILO	72%	80%
BUSINESS		
CLO	83%	82%
PLO	77%	78%
ILO	77%	78%
HEALTHCARE (NEW)		
CLO	80%	85%
PLO	98%	79%
ILO	84%	81%

By Student Demographics (**new 2021**);

Average Achievement of outcomes for students...	CLO	PLO	ILO
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Over 30 years of age	3.06	3.13	3.09
Under 30 years of age	2.84	2.84	2.83
Who identify as American Indian/Alaskan Native	2.64	2.44	2.51
Who identify as Asian	2.90	3.11	3.03
Who identify as Black or African American	2.01	2.02	1.98
Who identify as Hawaiian/Pacific Islander	2.61	2.98	2.80
Who identify as White	2.92	2.97	2.96
Who identify as LatinX	2.82	2.82	2.78
Who identify as male	2.92	2.89	2.89
Who identify as female	2.85	2.92	2.88
Who identify as other than male or female	3.56	3.47	3.89
Grand Average	2.88	2.91	2.89

In general student learning outcome success decreased this year. There are two explanations for this. First, our students have been impacted by Covid. Many measures on other instruments (e.g. Climate Surveys) have also seen decreasing scores. At the same time, this is the first year we tracked outcomes (CLO, PLO and ILO) by individual student. This is far more advantageous, or revealing, than general averages (as done in the past). And this is the first year we have been able to attach them to student demographics, which is very exciting! The down-side is that the numbers are not directly correlated with last year's numbers. Another caution is that our size is also a disadvantage for data analysis. Population numbers for some (e.g. Asian, Black, Pacific Islander students and students that identify as other than male/female) are *extremely* small and occasionally even 1-3 students. So, this data is not reliable for determining trends. Still, it provides information for discussion and is valuable to examine. We can triangulate this information with retention, completion, and disproportionate enrollment data (which does support these findings).

There have been some excellent successes this past year. For example, we purposefully created a 100 level Biology series, so that students did not have to take majors Biology. We also beefed up rigor in BI 112 to better prepare students for the A/P series. We added a research paper component to all 200 level Biology courses and added recitation sections for students to have additional lab time. As a result, we have seen improvement in student learning across science learning outcomes. Additionally, we revamped our two primary history and economics courses and as a result saw impressive student learning improvement in social science. Writing results improved drastically this year, as we have put an enormous amount of attention on writing including sharing rubrics, asking all 200 level courses to include writing assignments, and the like.

Math saw decreases this year. Some of this can be attributed to Covid and online learning, as well as the decrease in required lab time. This may also be related to the fact that all math courses were offered hy-flex and many students elected not to attend face to face. We will need to continue monitoring this and digging into this data to determine if modality is indeed impactful. Further, we are working on common course finals which will allow us to more accurately rate each math outcome moving forward.

#### **Other Measurements:**

Starting in 2019-2020 a graduation survey that measures institutional learning from the student perspective was added to the graduation application process. In 2019-2020 34% (14 of 44) of our graduates completed this survey. In 2020-2021 72% of our graduates completed the survey (34 of 47).

Of those graduates who responded, 94% stated “very much so” in response to the question, “To what extent did you achieve your goal at TBCC?” The remaining 6% responded “somewhat”.

Results for Institutional Learning Outcomes are as follows;

To what degree did you achieve the following during your time here at Tillamook Bay Community College?	Emerging (defined with examples)	Developing (defined with examples)	Competent (defined with examples)	Advanced (defined with examples)
ILO 1: Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide independent development, and adapt to new situations.	20: 7% (1) 21: 3% (1)	20: 0 21: 12% (4)	20: 43% (6) 21: 48% (16)	20: 50% (7) 21: 36% (12)
ILO 2: STUDENTS WILL EFFECTIVELY COMMUNICATE, IN WRITING, THOUGHTS IN A CLEAR, WELL-ORGANIZED MANNER TO PERSUADE, INFORM AND/OR CONVEY IDEAS	20: 0 21: 3% (1)	20: 14% (2) 21: 24% (8)	20: 43% (6) 21: 30% (10)	20: 43% (6) 21: 42% (14)
ILO 2: Students will effectively orally communicate thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas.	20: 0 21: 0	20: 0 21: 15% (5)	20: 79% (11) 21: 60% (20)	20: 21% (3) 21: 24% (8)
ILO 3: Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgement based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study.	20: 0 21: 6% (2)	20: 0 21: 9% (3)	20: 50% (7) 21: 33% (11)	20: 50% (7) 21: 52% (17)
ILO 4: Student will demonstrate respect, honesty, and ethical principles by	20: 0 21: 0	20: 0 21: 9% (3)	20: 21% (3) 21: 33% (11)	20: 79% (11) 21: 58% (19)

understanding and appreciating differences in cultures and behaviors.				
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It was interesting to see that students agree that writing saw improvement as it was an area we have been working on. Work is still being done to further writing across the institution, so we look forward to continued improvements in this area. Most areas remained consistent, though ethical principles and intentional learning/taking responsibility for own learning seems to have dropped a bit (ILO 1 and 4).

This year we piloted a survey of our employers and asked them to rate our CTE students in their final capstone course (work experience). Though small, these results are promising. We will continue building this out by requiring it as part of the student CWE and add a training component (rubric) for standardization. It was valuable to see what employer (third party) reviewers thought of our student performance at the conclusion of their programs.

INSTITUTIONAL LEARNING	UNSAT	MARGINAL	AVE	PROFICIENT	OUTSTAND
Takes responsibility for learning new things on the job (ILO 1)				33%	66%
Seeks out new knowledge (ILO 1)				33%	66%
Adapts to new situations (ILO 1)				66%	33%
Effectively communicates orally ideas and thoughts in an organized manner to persuade inform or convey ideas (ILO 2, GE- Oral Communication)			33%	66%	
Effectively communicates written ideas and thoughts in an organized manner to persuade inform or convey ideas (ILO 2, GE- Written Communication)			33%	66%	
Can critically analyze and solve problems (ILO 3, GE- Math)			33%	66%	
Differentiates fact from opinion (ILO 3)				100%	
Uses informed judgement based on evidence and sound reasoning (ILO 3)				100%	
Demonstrates respect, honesty, fairness and ethical principles by appreciating differences in cultures and behaviors (ILO 4)			33%	33%	33%
Use appropriate mathematics to solve problems- recognizes which concepts are needed for a scenario, applies, and correctly solves (GE- Computation)			33%	66%	
Accurately interprets, validates and communicates responses (GE- computation)			33%	66%	
Demonstrates effective social skills and understands human behavior (GE- Human Relations)			33%	66%	

Applies knowledge and experience to foster personal growth and appreciate the social world (GE- Human Relations)			33%	33%	33%
Builds and manages relationships (GE- Communication)			33%	66%	

#### Manufacturing Specific Program Outcomes

PLO	UNSAT	MARGINAL	AVE	PROFICIENT	OUTSTAND
Demonstrate the technical knowledge and skills necessary for industrial/manufacturing systems			100%		
Communicate effectively, both orally and in writing, using language appropriate to industrial and manufacturing environments.			100%		
Perform troubleshooting/problem solving processes as applied to industrial situations.			100%		
Apply correct mathematical and scientific principles necessary to a mechanized production environment.			100%		
Employ the principles of the customer-business relationship within a manufacturing environment.			100%		

#### Business Specific Program Outcomes

PLO	UNSAT	MARGINAL	AVE	PROFICIENT	OUTSTAND
Social Skills: Works effectively and ethically within a diverse business team				50%	50%
Info Literacy Skills: Use computer applications for managerial analysis, presentations and reports					100%
Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions					100%
Communication Skills: Communicate effectively, appropriately, and professionally to internal and external stakeholders					100%

#### General Observations from this year:

During the 2019 in-service faculty decided which two ILO's would serve as our themes for the year. These now alternate (2020, 2021) and this next year we will be focusing on;



1. Cultural Awareness: Students will demonstrate respect, honesty, fairness and ethical principles by understanding and appreciating differences in cultures
2. Problem Solving Skills: Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgement based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study.

All faculty have divided their program learning outcomes so that each PLO is measured at least once prior to the next Program Review. 100% of all department chairs measured the program outcome selected for this year. Results for this year are as follows;

PLO	Courses Measured	Aggregated Results	Analysis & Goal Setting
GED - Evaluate and solve math problems	GED 7500	<p>5 students passed their GED Math Exam</p> <p>Summer Enrollment – 12</p> <p>Fall Enrollment 35: 7 retained from Summer</p> <p>Winter Enrollment 43: 4 retained from Summer 20 retained from Fall</p> <p>Spring Enrollment 33 3 retained from Summer 13 retained from, Fall 18 retained from Winter</p> <p>3 Students were enrolled in all 4 terms 4 students completed all 4 exams.</p>	We need to revisit these outcomes next year and compare them with our baseline. This will give us a point to begin continuous improvement
GED - Explain ideas in writing. & GED - Demonstrate reading comprehension	GED 7500	<p>6 students passed their ELA Exam. 9 Students passed their Social Studies Exam 9 Students passed their Science Exam</p> <p>Summer Enrollment – 12</p> <p>Fall Enrollment 35: 7 retained from Summer</p> <p>Winter Enrollment 43: 4 retained from Summer 20 retained from Fall</p> <p>Spring Enrollment 33 3 retained from Summer 13 retained from, Fall 18 retained from Winter</p> <p>3 Students were enrolled in all 4 terms 4 students completed all 4 exams.</p>	We need to revisit these outcomes next year and compare them with our baseline. This will give us a point to begin continuous improvement
ESOL - Demonstrate effective communication	ESOL 7450	<p>Summer – ESOL was canceled due to COVID restrictions.</p> <p>Fall enrollment 18</p> <p>Winter Enrollment 15: 7 were retained from Fall</p> <p>Spring Enrollment 17:</p>	We need to revisit these outcomes next year and compare them with our baseline. This will give us a point to begin continuous improvement

		<p>9 were retained from Winter</p> <p>4 attended all 3 terms</p> <p>4 are ready to enroll in Intermediate ESOL</p>	
Criminal Justice	<p>CJA 115</p> <p>CJA 114</p> <p>CJA 105</p> <p>CJA 263</p> <p>CJA 260</p> <p>CJA 262</p>	<p>CJA 115: 7 out of 11 received a B or better. Overall average grade: 2.81</p> <p>CJA 114: This course was canceled.</p> <p>CJA 105: 5 out of 5 received a B or better. Overall average grade: 3.80</p> <p>CJA 263: This course was canceled</p> <p>CJA 260: Not offered this year</p> <p>CJA 262: 4 out of 5 received a B or better. Overall average grade: 3.40</p>	<p>We will revisit these outcomes next year and compare assessment data now that we have a baseline. We will review Course Outcome Assessments to determine program improvement.</p>
Criminal Justice	<p>CJA 105</p> <p>CJA 243</p> <p>CJA 263</p> <p>CJA 218</p> <p>CJA 260</p> <p>CJA 262</p>	<p>CJA 105: 5 out of 5 received a B or better. Overall average grade: 3.80</p> <p>CJA 243: 3 out of 5 received a B or better. Overall average grade: 2.8</p> <p>CJA 263: This course was canceled</p> <p>CJA 218: 4 out of 5 received a B or better. Overall average grade: 3.0</p> <p>CJA 260: Not offered this year.</p> <p>CJA 262: 4 out of 5 received a B or better. Overall average grade: 3.40</p>	<p>We will revisit these outcomes next year and compare assessment data now that we have a baseline. We will review Course Outcome Assessments to determine program improvement.</p>
Criminal Justice	<p>CJA 230</p> <p>CJA 214</p> <p>CJA 213</p> <p>CJA 245</p>	<p>CJA 230: 4 out of 6 received a B or better. Overall average grade: 2.66</p> <p>CJA 214: 5 out of 5 received a B or better. Overall average grade: 3.0</p> <p>CJA 213: 8 out of 9 received a B or better. Overall average grade: 2.88</p> <p>CJA 245: Not offered this year.</p>	<p>We will revisit these outcomes next year and compare assessment data now that we have a baseline. We will review Course Outcome Assessments to determine program improvement.</p>
MIT	<p>WLD XXX</p> <p>MCH XXX</p> <p>ELT XXX</p> <p>APRXXX</p> <p>IMT XXX</p>	<p>Overall only a few students received developing marks on this measure (overall 11 developing marks). This is good, but with the focus on problem-solving, we need to place additional emphasis on this measure</p>	<p>I think we need to re-evaluate the measure. We want to improve on this skill and we need to look at courses that crosswalk this outcome and look at higher-order problem-solving skills.</p>
MIT	<p>WLD XXX</p> <p>MCH XXX</p> <p>ELT XXX</p> <p>APRXXX</p> <p>IMT XXX</p>	<p>No measurement in 2020-2021 we need to change the outcome.</p>	<p>I recommend we work with the advisory committee to rewrite the PLO to take into consideration the work being done with Cultural Communication as it aligns with the business customer interface.</p>

NOTE: We will continue working towards more quantitative data measurements each year.

Note: AG/NR/FOR and BUS did not complete the annual review because they completed their 3 year program reviews and set new CLO/PLO/ILO goals this year:

Goals 2020-2021:

1. Will offer at least one training on norming assessment across departments for increased consistency. **MET**
2. Improve response rates on the graduation survey. **MET**
3. Continue to ensure that all SLO's are measured during each class. This year utilize the new system to analyze SLO results by population (e.g. age, gender, ethnicity and first generation status). **MET**
4. Improve outcome achievement in writing as measured by the graduation survey, course pass rates, and writing department Annual Program review Update Form. **MET**

Goals: 2021-2022:

1. We will develop rubrics for student employers to use in the CWE capstone courses and train them on its use.
2. We will have 100% employer completion of the survey.
3. We will continue to make progress on common assignments to drive more effective measurement.
4. Department chairs and Deans will dig into data at least 6 times during the next year to further these processes and inform the process.

The strategies for achieving these goals are outlined in the Academic Long Term Vision plan that exists for all departments and is reviewed at least bi-annually with all full time faculty and Instructional staff.

Overall, we are very pleased with the progress made over the past year and look forward to further improvement.

