Mission Fulfillment Report 2021-2022

Tillamook Bay Community College (TBCC) completed our accreditation cycle with an outstanding evaluation in October 2021. The process of writing our self-study and preparing for the visit was a useful learning opportunity. We emerged from this process feeling proud of our accomplishments and prepared to lay a path for college-wide improvement. We were particularly pleased to receive his commendation:

> NWCCU "commends its collegiality and collaborative effort to support student success through comprehensive outcomes assessment and continuous improvement planning."

This sets the stage for the development of a new strategic plan in alignment with the beginning of another seven-year accreditation cycle.

Beginning in the fall of 2021, we contracted with the Coraggio Group to engage the community in creating the new strategic plan. This began with community engagement efforts which included stakeholders such as business community leaders including industry-specific advisory group members, K-12 partners including the Tillamook Education Consortium, elected local and regional officials, non-profit and governmental agency partners, foundation supporters, students, staff, faculty, and members of the TBCC Board of Education. We gathered perspectives and priorities from these stakeholders through a community-wide survey with 179 responses. We also conducted 15 focus groups with 97 participants and four individual interviews. Special effort was made to include the insights of the Latinx community by conducting a focus group with Latinx students and another with Latinx prospective students and their parents.

These qualitative and quantitative data were analyzed to identify key themes that drive our strategic priorities:

1. TBCC is valued and respected by the community.
2. The community is counting on the college to support workforce development and economic vitality.
3. There is a need to increase visibility, awareness, and engagement with TBCC across the community.
4. Students are the college's greatest promotors, and they desire even more of the great support they receive at TBCC.
5. There is an opportunity for TBCC to lead, convene, and connect the community to address challenges and foster civic engagement.
6. A continued commitment to diversity and inclusion at the college is important to stakeholders.
7. Strengthening systems, processes, capabilities, and relationships at the college would improve employees' experience.

It was rewarding to learn how much the community values the college and that students are strong supporters of our work. The community also asked for more engagement with the college and for TBCC to play a role in addressing the challenges being faced by the community. This presents a great opportunity for the college to participate in the important work of the community.

TBCC established a steering committee to guide the development of the plan, which included staff and faculty – everyone was invited to participate. This group worked collaboratively through the winter and spring term to identify he strategic priorities for the college, based on the key insights. The group also wrote the college's new mission statement and values. The steering committee and college leadership worked together to develop the vision for the college, balancing the need to be aspirational while staying grounded in our role in the community.

Mission: TBCC serves our diverse community equitably through educational excellence, community collaboration, and opportunities for lifelong learning

Vision: TBCC is the educational center of our community: responsive, innovative, empowering, and invested in the progress of all.

Values:

- Relationship-Oriented: We prioritize relationships and partnerships that strengthen our community.
- Innovative: We are continually evolving to meet the changing needs of our community with responsive and relevant solutions.
- Student-Centered: We provide our students with the individualized support they need to achieve their unique goals.
- Equitable: We are committed to tackling systemic inequities and building an accessible and inclusive environment.
- Scholarly Excellence: We protect and promote an environment in which we explore, question, learn, and master both academic and skills-based knowledge.

To operationalize the strategic priorities, employees were invited to participate in priority workgroups to develop objectives – the impact we hope to see – and initiatives – the broad pieces of work needed to achieve these objectives. These workgroups focused intensely over a five-week period, producing a clear roadmap for our strategic work over the next seven years. Each workgroup identified the key initiatives needed and began to outline the projects that constitute them. Initiatives are seen as broad sets of work which may take one or two years to complete, and then may be retired from the plan. New initiatives, based on emerging issues and the progress made will be developed in 2024 to continue the work of the strategic plan. This will ensure that the plan is living, flexible and can adapt. (See Appendix 1).

During the annual retreat, the Leadership Team identified projects that aligned with the initiatives (see Appendix 2). These projects include current strategic work like the implementation of components of the Title III grant or the building of the new Healthcare Education Building which has recently been funded. We are also using strategic initiatives to frame the work of existing committees – specifically the Equity and Inclusion Committee will support the projects in this priority area, with the leadership of an Equity and Inclusion Director. We are also recruiting employees to participate in an Employee Experience Workgroup to address concerns about morale, flexible work arrangements, and other issues raised in campus conversations about a Culture of Care. This implementation approach was shared with staff and faculty during fall in-service for their input.

Strategic measures will be developed to assess our progress in reaching our objectives. In the fall of 2022, we will reconstitute the Data Committee, a group of staff and faculty from across the College who have an affinity for measurement. This group will identify measures for each objective, and thresholds for performance. As under the previous plan, performance on each measure will be compared with established thresholds:

🟢 Green – Achieved 🟡 Yellow – Minimally Achieved 🔴 Red – Not Achieved.

The workgroup will benchmark performance on each measure in comparison with similar regional and national colleges. This piece will be essential to ensure that we are meeting and exceeding our peers. The process of developing these measures will be time intensive and may require the entire academic year to complete. These measures will then be used to assess mission fulfillment.

An essential piece of our institutional effectiveness model is the CQI cycle and using performance on strategic measures to focus our work. In past years, we have set college-wide WIGS based on performance on specific measures, like retention and FTE growth. Often these WIG's were harder to operationalize for some teams and so the goal may not have been galvanizing for all staff and faculty. We also recognize that WIGs may have unintended consequences, with an over-emphasis on achieving the WIG to the detriment of other factors. This year we set a WIG that was broad and allowed teams to get specific objectives for themselves that related directly to their roles. The WIG was 'increase the number of successful student outcomes' and was designed to allow teams to be creative about how they addressed it. Many teams focused on increasing retention, as this has been a focus for us during the pandemic. The Business Office focused on strategies to remove financial holds so that students could register for the coming term. The administration and college relations division, which includes the business office, facilities, IT, marketing and the Foundation, understood the importance of student belonging and engagement to increasing retention. They surveyed student needs and used their input to draft a proposal for a renovation of the existing space. This includes creating a living room space, with improved furniture, more charging stations

and monitors with scrolling student information. This proposal was approved and funded by the Leadership Team (LT) and will be implemented this year.

While this approach to WIG's was energizing for some teams, many struggled to identify a project, and because of limited capacity, new work wasn't possible. After much discussion the LT is eliminating WIGS from our institutional effectiveness mode. They distracted from our focus on strategic projects that align directly with mission fulfillment. It was too difficult to identify WIGS that engaged the entire staff and faculty – the focus often fell on Student Services staff, who are already stretched thin. In the coming year, we will be aligning our work toward the strategic objectives and initiatives in the new strategic plan, so that we are directly impacting our strategic objectives.

The new planning cycle presents the opportunity to revisit our Service Area Outcome (SAO) process. We have reorganized our staff and expanded over the last year, so there are teams that don't have established SAO's. Other teams have been working with their SAO's for four or more years, and the SAO's may need adjusting, or they may not work entirely. In the fall of 2022, we will initiative an SAO refresh process, so that each team develops SAO's, assessment methods and projects to drive improvement. These SAO's will all tie directly to a strategic objective in the new strategic plan.

We have continued our process for service area and program reviews, with College Council reviewing the quality of the reviews from the previous year. They use an established rubric to assess the review and this is leading to improved reviews and substantive discussions. We have found though that the three-year cycle doesn't allow enough time for review recommendations to be implemented, assessed and improved. Beginning this year, we are moving to a five-year cycle to allow time to work the CQI process. Due to the reorganization, we have new areas needing review, so we are developing the program review cycle currently.

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.

The College continued its commitment to building an equitable educational institution in 2021-2022, by focusing on building our skills, educating ourselves, serving our students, and by reaching out to our community.

1. The Equity and Inclusion Committee developed a three-year plan for a college-wide implementation of the equity lens. This includes training for staff and faculty in the use of the lens, a process for piloting the use of the lens to evaluate processes and policies and increasing capacity to support these efforts. TBCC collaborated with Oregon Coast Community College to fund a full-time Equity and Inclusion Director position to be shared by both schools. After an extensive search, we've been unable to fill that position. TBCC leadership is discussing how to use these funds to support equity and inclusion, which may involve increasing capacity through consulting, or combining the half-time position with another role. In the meantime, we have been piloting the process for using the Equity Lens, by bringing together ad hoc workgroups. Three such groups formed last year, evaluating the 2021 Commencement Ceremony, the college reorganization, and a personnel policy around employee leave for bereavement and parental leave. These were strong learning opportunities and resulted in recommendations for improvement.
2. The committee continued its education efforts with the Equity Book Club, which read and discussed Queer America, The Four Winds, and Finding Latinx. Over 20 faculty and staff participated in the book clubs. We also hosted two film events, inviting the community and local high schools to join us. We streamed Angst (a discussion of anxiety in young people) and Race to Be Human (a documentary about how teenagers experience race and racism).
3. TBCC provides extensive professional development new employees, to educate employees on higher education, college governance and financing, institutional effectiveness and strategic planning, and equity and inclusion. Every new employee participates in a 90-minute training covering the College's equity and inclusion policy and statement, an introduction to key terms and ideas around equity, as well as a discussion of how systemic inequality can present barriers for students.
4. Members of the Equity and Inclusion Committee launched an LGBTQ+ Alliance group, which meets monthly. This group gathers for education, fellowship, and support at the College.

The College continues to embody our values, and embed the spirit of our equity value statement in everything we do:

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.

COVID PANDEMIC

As the pandemic continues into 2021-2022 academic year, the College continued operations with strong COVID precautions in place which have been effective at preventing the spread of disease. We have done this with 71% of our classes in person in some form. This includes Hybrid courses with both online and scheduled on-campus classes, Blended classes which can be attended face-to-face, or through Zoom, and the expansion of Hy-Flex courses. We have adapted many of our classes to a Hy-Flex modality which allows students to attend class in-person, synchronously and asynchronously simultaneously. While this modality has been very popular with students, it is challenging for instructors to prepare for and teach. We were able to use federal pandemic funds to support instructors to prepare for these courses. We will continue to provide courses in varying modalities to meet the needs of students.

Area high schools returned to on-campus classes, which allowed for the return of Dual Credit courses. There were 69 Dual Credit courses taught in 2022-2023, up from 47 the previous year. Also, we continued offering free college classes to juniors and seniors, and many enrolled. Overall students enrolled for 4,205 credits, a 28% increase from the previous year, which saved the community over $532k in tuition.

- Our students are experiencing many challenges due to the pandemic, including increased basic needs insecurity. We expanded the supports that we provide to students to address food insecurity, housing insecurity and other barriers:
- The STEP program – can provide assistance with tuition and fees, support services including books, glasses, gas cards, cell phones, utilities, additional fees, etc.
- Resource Navigation- bilingual navigation of institution, local, state, and federal resources and referrals to partner agencies
- Emergency funds – short online application can provide 24-hour turnaround of up to $2,000
- Scholarships- allow federal and state grants to go farther/help with living expenses – Career to Career, First Class Scholars, Strong Start, and Bridges/Navigators

- Food pantry- including culturally familiar foods and a personal shopping option
- Transportation - Bus passes or emergency gas cards/ gift cards for current students, and bus tokens for prospective students
- Small balance payoff funds – allow past students to return to school/access financial aid
- Shower vouchers for the YMCA
- Free YMCA memberships for full-time students
- Backpacks for emergencies (i.e. student living in their car) – including toiletries, hat/socks, emergency blanket, rain poncho, laundry detergent, non-perishable foods, shower vouchers (with optional diapers, pet food, feminine hygiene products, bus tokens, $25 gift card to Fred Meyer)

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 held online using Moodle and Zoom meetings as well as face-to-face, 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. Student Services conducted an inclusive graduation ceremony, so friends and families could celebrate together. All students earning a certificate or degree were invited to attend, including GED and CDL students, which expanded the students participating. We provided live translation in Spanish and broadcast the ceremony on local radio so that more of the community could attend. This event was a tremendous success and very popular with students, staff, faculty and families.

MISSION FULFILLMENT

Tillamook Bay Community College (TBCC) has defined mission fulfillment 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.

For 2021-2022, we pared down our original 29 measures to a core set of 13, primarily related to student achievement. We have eliminated core themes, and are calculating mission fulfillment across all 13 measures. As we developed our new strategic plan, we simplified the measures for this interim year and focused on measures that provide high quality information about our performance. We excluded those measures which require a great deal of resources to measure and that have not been helpful in driving improvement in years past. We achieved mission fulfillment with 10 of 13 measures (77%) in the achieved or minimally achieved range.

Formerly under the Core Theme: Educational Excellence:

Tillamook Bay Community College Mission Fulfillment 2021-2022 77% Mission Fulfillment Rate Achieved				
	2021-2022	(2020-2021)	Threshold	
EE1.2 Term-to-Term Retention	🔴 69%	70%	>=75%: Green, 70% - 75%: Yellow, < 70%: Red	1 pp decrease from previous year.
EE1.3 Year-to-Year Retention - Full Time Students	🟡 51%	55%	>=60%: Green, 60% - 50%: Yellow, < 50%: Red	4 pp decrease from previous year.
EE1.3 Year-to-Year Retention - Part Time Students	🟢 39%	22%	>=30%: Green, 30% - 25%: Yellow, < 25%: Red	17 pp increase from previous year.
EE2.1 Degree Completion - Full Time Students	🟢 32%	27%	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red	Year-to-year increase in the % of students completing (26 of 81 full-time and 13 of 93 part-time students completed).
EE2.1 Degree Completion - Part Time Students	🔴 14%	15%	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red	
EE2.2 Four-Year Transfer Rates	🔴 18%	28%	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red	Cohort includes students with a transfer degree as their goal.
EE3.1 Course Learning Outcomes	🟢 82%	77%	>=70%: Green, 60-69%: Yellow, <60%: Red	
EE3.2 Program Learning Outcomes	🟢 78%	80%	>=70%: Green, 60-69%: Yellow, <60%: Red	Measured by the percentage of students assessed as 'competent' or 'proficient'.
EE3.3 Institutional Learning Outcomes	🟢 79%	74%	>=70%: Green, 60-69%: Yellow, <60%: Red	
EE5.1 Faculty and Staff Perception of Climate	🟡 61%	74%	>=70%: Green, 60-70%: Yellow, <60%: Red	Ratings of the climate as welcoming, supportive, safe, and inclusive.
EE5.2 Student Perception of Climate	🟢 82%	73%	>=70%: Green, 60-70%: Yellow, <60%: Red	

- Term-to-Term Retention – Term-to-term retention dropped slightly from 70% to 69%. Although we hit a high of 80% retention rate in 2016-2017, during the pandemic we have maintained rate in the low 70%, given the challenges that our students have faced, the impacts of the pandemic could not be completely mediated. We have continually emphasized that everyone on campus plays a role in engaging and retaining students.
    - o Student Services staff continues to work 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.
    - o 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.
    - o As a part of the Student Services Redesign component of the College's Title III grant, two student success coaches were hired to guide students. A Lean audit was begun in spring

2022 to provide more streamlined support from onboarding to graduation. This process will result in operational improvements with the goal of increasing student retention.

- Year-to-Year Retention – Retention of full-time students has dropped during the pandemic from a high of 68% in 2019-2020 to 51% last year. Surprisingly, retention of part-time students increased notably last year from 22% to 39%. We know that the COVID 19 pandemic has had a profound effect on students' ability to attend classes. We know that many of our students are parenting, and 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.
    - o Learning Communities: We have created meta-majors as a part of the Title III grant which will provide students with curriculum broadly aligned with their career interests and corresponding academic programs. Faculty and student services co-leads will serve as LC mentors and advisors, providing skills and support throughout students' experience. The first term of classes will act as a First Year Experience (FYE). Students will be grouped in cohorts by LC, developing a sense of belonging and strengthening bonds with each other, faculty and staff, and the campus.
- Degree Completion – The completion rate for full-time students increased from 27% to 32%, while the rate for part-time students dropped slightly from 15% to 14%. This decrease puts the rate 'in the red' because the thresholds for this measure are growth targets – percentage point increases. But this 14% completion rate is a significant improvement over the 3% completion rate in 2018-2019.
    - o The Office of Instruction and faculty have redesigned our academic programs so that there is a clear map of courses for each program, so that students can complete the program in two years. Courses on the map are guaranteed to be taught, to meet student need. This certainly makes degree completion easier.
    - o A process has been created to auto-award certificate so that these won't be overlooked. Students can earn Career Pathways certificates on the road to an applied associate degree, for example, and they may not realize it. Auto-awarding can increase student momentum and motivation.
    - o A component of the Title III grant enhances Career Services which will including creating a career services culture throughout the college to support students across the continuum of their experience and building career activities into curriculum. There will be a focus on employable skills and abilities, incorporating workforce data into career exploration and leveraging workforce partnerships. We will also implement the Career Coach tool to enhance career exploration. These efforts are designed to engage students on a career path, engage them in their future career and increase certificate and degree completion rates.

- o TBCC has also implemented online academic plans which supports staff and students to create, view, and update the students' academic plan. This allows student to own their plan and follow it to completion, making graduation more likely. The Office of Instruction has access to the plans, allowing them to track future course needs so we can offer the courses students need when they need them.
- Four-Year Transfer Rate – This is the fourth year under the redesigned transfer rate measure and the transfer rate decreased from 28% to 18%. While we expect that this rate may fluctuate due to the small size of the cohort, this large shift is interesting. The financial pressures related to the pandemic may have prevented some student from transferring. We have participated in statewide efforts to align degrees across two and four year schools and adopted four of these major transfer maps. These are designed to ease transfer and should increase transfer rates in the next few years.
- Learning Outcomes – Each student who successfully completes a course is evaluated on their progress in meeting course, program, and institutional learning outcomes. This measure is the percentage of students achieving competent or proficient on the outcome. Course and institutional learning outcomes dropped slightly in 2020-2021 and bounced back this year to at or near 80%. Program learning outcomes remained at 80% last year and dropped only slightly this year. Faculty and the Office of Instruction continue to strengthen the system for assessment of student learning outcomes by disaggregating outcomes by gender, race/ethnicity, and other student characteristics to improve instruction. Our fourth annual "Student Learning Outcome Report", included in the appendices, demonstrates these changes and improvements.
- Perception of Climate – Annually students, staff, and faculty are surveyed about their experience as a part of the campus community. We include a set of items to rate dimensions of the campus climate. Four of the dimensions (welcoming, safe, inclusive, and diverse) are used in a composite measure of climate. Student ratings have been trending slowly downward over the last few years but increased to 82% rating the climate positively in 2021-2022. Employee ratings were at 74% positive over the last two years but dropped notably this year to 61% in 2021-2022. It has been a challenging year for employees, with a reorganization, the loss of key staff members, and the ongoing weight of the pandemic. As an initiative in the new strategic plan, we will be working collaboratively to address staff concerns and expect that these efforts will lead to more positive perceptions of the climate.
- 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.

Formerly under the Core Theme: Economic Success

	2021-2022	(2020-2021)	Threshold	
ES2.1 State Reimbursable Student FTE	● 16.0%	-7.0%	>3% increase: Green; 0-3% increase: Yellow; < 0% increase: I	*Increase from 434 to 505 FTE in 2021-2022.*
ES 2.2 Ending Fund Balance as Percentage of the General Fund	● 30%	33%	>=23%: Green; 15% - 23%: Yellow; <15%: Red	*Measure reflects EFB as a percentage of total expentidures.*

- State Reimbursable FTE – After two years of declining FTE due to impacts of the pandemic, FTE increased in 2021-2022 by 16% over the previous year. Many of our course offerings returned to normal, with in-person community and continuing education courses occurring in the community. Dual credit courses were offered at area high schools and we continued to offer free tuition to high school students taking college courses, which increased FTE.

- 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').

Overall, TBCC exceeded the green or yellow threshold in 77% of our 13 measures. While our students have been impacted by the pandemic in ways that impact their enrollment and progress, we are seeing instruction returning to pre-pandemic conditions. We are proud of our performance under these difficult circumstances.

Program and Service Area Reviews

We have continued using rubrics to evaluate the reviews, to ensure that reviews are aligned with accreditation standards. This review is conducted by a subcommittee of College Council which 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 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.

Student Learning Outcomes

Faculty, in collaboration with the Office of Instruction, have developed and are implementing an effective learning outcomes assessment model. Faculty assess student learning at the end of every course on institutional, program and learning outcomes to determine whether these outcomes were met and to identify ways that instruction can be better aligned with the outcomes. This process occurs through Moodle which faculty use for course management – and these data can now be disaggregated by gender, age,

race/ethnicity, and degree program. The 2021-2022 Student Learning Outcomes report is included as appendix XX and provides more information on the assessment process and goals for the coming year.

Summary

The academic year 2021-2022 has been a successful year for TBCC as we transition into a new accreditation cycle and implement a new strategic plan. We achieved our mission at a 77% rate on a subset of measures from the previous plan. We have room to improve student success as demonstrated by retention, completion and transfer rates. The continued work we will do to disaggregate these indicators will build a better understanding of how to improve. Past analyses have clearly demonstrated that family income is the most powerful predictor of student success at TBCC, so our focused efforts to support students financially are essential. We provide a myriad of supports to address both food and housing insecurity, as well as transportation and other supports. We have low barrier processes for dispersing emergency funds to support students, a valued service during the pandemic that continues through grant and institutional support.

The new strategic plan will actively guide the strategic work of the College and as we complete strategic work, more will be developed aligned with our priorities. We will integrate the College's Equity Lens in the process, to ensure that all stakeholders have a voice in the work and are empowered to participate. A Data Workgroup with representation from across the campus will identify performance measures that support comparison and benchmarking with other similar colleges, both regionally and nationally. Annually, we will continue to use our performance on these metrics to determine whether we have achieved our mission, and to identify areas needing improvement. The Strategic Plan provides the framework for our improvement efforts, with new projects and initiatives occurring where we need to improve.

While the pandemic has been challenging in so many ways for our students, staff, and faculty, the College has evolved to better serve our students and the community during this period. Together, we can achieve our vision to be the educational center of our community: responsive, innovative, empowering, and invested in the progress of all.

APPENDIX 1

MISSION

TBCC serves our diverse community equitably through educational excellence, community collaboration, and opportunities for lifelong learning.

VISION

TBCC is the educational center of our community: responsive, innovative, empowering, and invested in the progress of all.

VALUES (RISES)

Relationship-Oriented: We prioritize relationships and partnerships that strengthen our community.

Innovative: We are continually evolving to meet the changing needs of our community with responsive and relevant solutions.

Student-Centered: We provide our students with the individualized support they need to achieve their unique goals.

Equitable: We are committed to tackling systemic inequities and building an accessible and inclusive environment.

Scholarly Excellence: We protect and promote an environment in which we explore, question, learn, and master both academic and skills-based knowledge.

STRATEGIC PRIORITIES	STRATEGIC OBJECTIVES	STRATEGIC INITIATIVES
Exceptional Student Experience Continue our Guided Pathways work to foster an environment where students can gain a sense of belonging, feel heard, and be empowered to achieve their own excellence.	• Increase the number of students that successfully complete the application to registration process. • Increase students' reported sense of belonging and community and minimize any equity gaps.	**Strengthen Student Onboarding:** Provide guidance and resources to support students in the entry and onboarding process. **Provide Equitable Student Support:** Define and create equitable support for students reflective of their needs. **Deliver Responsive Student Engagement Opportunities:** Create equitable, innovative, and responsive student engagement opportunities.
Educational Excellence & Workforce Development Engage individuals in equitable, inclusive, and supportive learning environments that stimulate growth and prepare them with the skills they need for their next steps in higher education and the modern workplace.	• Students make consistent progress toward their individual educational goals as measured by increased retention, completion, and transfer rates while addressing equity gaps. • Increase the number of credential-seeking students who participate in applied learning experiences such as Cooperative Work Experience (CWE), internships, job shadowing, service learning.	**Implement Learning Communities:** Build communities that increase student belonging and engagement, increase student support and that engage employers and the community in our work. **Increase Internships and Job Experiences:** Develop more experiences for TBCC students regardless of degree or program. **Advance Local Business Growth:** Provide relevant skill building opportunities and develop educational pathways that address local priorities. **Broaden Assessment Efforts:** Expand assessment efforts to focus on Program Level Outcomes and participate in statewide efforts to increase the awarding of Credit for Prior Learning.
Employee Experience & Organizational Health Continuously assess and improve our systems, processes, and overall employee experience to ensure TBCC is a healthy and effective organization that can attract and retain a talented and diverse team.	• Increase the recruitment and retention of employees, with a focus on mirroring the demographics of Tillamook County. • Improve employee experience as measured by engagement scores. • Maintain economic stability while managing sustainable growth.	**Streamline and Standardize Roles and Processes:** Review processes and develop how-to guides for departments, positions, and key processes that streamline workflows and ensure sustainability and continuity. **Improve Employee Experience:** Utilize employee experience data and best practices research to improve TBCC's employee experience. **Grow our Capabilities:** Determine and provide key opportunities for professional growth and development for faculty and staff.
Community Engagement & Awareness Intentionally seek opportunities to strengthen and develop relationships with our community and build awareness of how TBCC can contribute to the health and vitality of Tillamook County.	• Increase the percentage of organizational partners who report a shared sense of direction with TBCC • Increase enrollment through targeted community outreach to systemically marginalized communities, high school students, and those seeking additional education.	**Build Partnerships:** Build relationships and partnerships throughout Tillamook County to provide expanded opportunities for students. **Connect and Convene:** Connect and convene the community to come together to address issues that create barriers for students. **Be Present in Tillamook County Schools:** Connect and build relationships with K-12 staff and students, their caregivers and families to raise awareness of the value of TBCC.
Equity & Inclusion Intentionally welcoming the community into a safe and supportive environment where everyone belongs. We do this by eliminating systems barriers and embedding equity and inclusion into every facet of TBCC.	• Implement the Equity Lens in both the development and review of polices, administrative rules, and decisions. • Increase the community participation in conversations about how equitable environments enrich us all.	**Apply our Equity Lens:** Embed the equity lens process based on the existing three-year lens implementation plan. **Community Education and Engagement:** Develop a comprehensive plan for community education and engagement to increase understanding of equity and inclusion principles and practices.

Priority: Exceptional Student Experience

Strategic Objectives	Strategic Initiatives	Ongoing Projects
1. Increase the number of students that successfully complete the application to registration process. 2. Increase students' reported sense of belonging and community while minimizing any equity gaps.	1. **Strengthen Student Onboarding:** Provide guidance and resources to support students in the entry and onboarding process. 2. **Provide Equitable Student Support:** Define and create equitable support for students reflective of their needs. 3. **Deliver Responsive Student Engagement Opportunities:** Create equitable, innovative, and responsive student engagement opportunities.	Title III: • Lean Work • Career Coach/Case Management • Guided Pathways • Enrollment Navigator Student Services: • Utilizing LMS – Comm+ J1 Web Advising • Clubs/ I'm First

Priority: Educational Excellence & Workforce Development

Strategic Objectives	Strategic Initiatives	Projects
1. Within Students make consistent progress toward their individual educational goals as measured by increased retention and completion rates while addressing equity gaps. 2. Increase the number of credential-seeking students who participate in applied learning experiences such as	1. **Implement Learning Communities:** Build communities that increase student belonging and engagement, increase student support and that engage employers and the community in our work.	Learning Community Orientations
	2. **Increase Internships and Job Experiences:** Develop more experiences for TBCC students regardless of degree and program.	• Forestry/NR state internships • Tillamook Works – Lauren, K-12/Business/Community
	3. **Advance Local Business Growth:** Provide relevant skill building opportunities and develop	• CIT Building and New building creation

Cooperative Work Experience (CWE), internships, job shadowing, and service learning.	educational pathways that address local priorities.	• Healthcare Pathways Development – curricula, increase onsite experiences, integration and alignment with industry demands
	4. Broaden Assessment Efforts: Expand assessment efforts to add focus on Program Level Outcomes and participate in statewide efforts to increase the awarding of Credit For Prior Learning	• Successful transition of outcomes assessment process to Canvas LMS • Continue development and refinement of direct measures of Program Level Outcomes where appropriate • Credit for Prior Learning – Develop policies and procedures to award TBCC credit for student's prior work and learning experiences

Priority: Employee Experience and Organizational Health

Strategic Objectives	Strategic Initiatives	Projects
1. Increase the recruitment and retention of employees, with a focus on mirroring the demographics of Tillamook County.	1. **Streamline and Standardize Roles and Processes:** Review processes and develop how-to guides for departments, positions, and key processes that streamline workflows and ensure sustainability and continuity.	Lean Audit of B.O. (year 2)
2. Improve employee experience as measured by engagement scores.	2. **Improve Employee Experience:** Utilize employee experience data and best practices research to improve TBCC's employee experience.	Employee Experience Workgroup • Flexible work arrangements • Culture of Care
3. Maintain economic stability while managing sustainable growth.	3. **Grow our Capabilities:** Determine and provide key opportunities for professional growth and development for faculty and staff.	• Case Management Training for Student Success Coaches • Professional Development Budget

Priority: Community Engagement and Awareness

Strategic Objectives	Strategic Initiatives	Projects
1. Increase the percentage of organizational partners who report a shared sense of direction with TBCC. 2. Increase enrollment through targeted community outreach to systemically marginalized communities, high school students, and those seeking additional education.	1. **Build Partnerships:** Build relationships and partnerships throughout Tillamook County to provide expanded opportunities for students.	Foundation – resource development Housing Commission Member
	2. **Connect and Convene**: Connect and convene the community to come together to address issues that create barriers for students.	Provide Venue for Community Conversations
	3. **Be Present in Tillamook County Schools:** Connect and build relationships with K-12 staff and students, their caregivers and families to raise awareness of the value of TBCC.	• Tillamook Educational Consortium • Job Fairs – career exploration • Career connected navigator • Student Success Coaches – outreach to the high schools (converting dual credit students to UG students)

Priority: Equity and Inclusion

Strategic Objectives	Strategic Initiatives	Projects
1. Implement the Equity Lens in both the development and review of polices, administrative rules, and decisions.	1. **Apply our Equity Lens:** Embed the equity lens process based on the existing three-year lens implementation plan.	Policy Reviews using Equity Lens Half-time Funding for an Equity Director
	2. **Community Education and Engagement:** Develop a comprehensive plan for community education and engagement to	Equity training (NAPE with Perkins funding)

2. Increase community participation in conversations about how equitable environments enrich us all.	increase understanding of equity and inclusion principles and practices.	

APPENDIX 3

2021-2022 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). Relevant Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO) are also included. 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 FOURTH annual SLO report and it continues to improve.**

> 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

Updates

In the past year, 2021-2022, 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.

2021-2022

For the 2021-2022 academic year 98% 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), 93% (in 19-20), and 96% (in 20-21); 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 continue to ask 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

continuing to improve. 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	2021-2022
Course Learning Outcomes	77%	63%	80%	74%	75%
Program Learning Outcomes	75%	60%	80%	75%	72%
Institutional Learning Outcomes	76%	58%	82%	71%	73%

General Education Results;

		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Course Learning Outcomes		77%	63%	80%	72%	72%
Program Learning Outcomes		75%	60%	80%	72%	67%
Institutional Learning Outcomes		76%	58%	82%	68%	73%
ARTS & LETTERS						
	CLO			74.62%	73%	77%
	PLO			70.34%	69%	79%
	ILO			74.55%	70%	75%
READING & WRITING						
	CLO			62.22%	63%	54%
	PLO			60%	70%	25%
	ILO			61.11%	41%	52%
WRITING						
	CLO			49.31%	71%	71%
	PLO			53.64%	74%	73%
	ILO			54.81%	71%	70%
MATH						
	CLO			79.74%	65%	64%
	PLO			76.99%	71%	68%
	ILO			73.35%	61%	65%
SCIENCE						
	CLO			61.35%	62%	62%
	PLO			52.87%	65%	50%
	ILO			55.03%	62%	52%
SOCIAL SCIENCE						
	CLO			75.99%	80%	79%
	PLO			67.23%	70%	70%

				ILO			64.81%	73%	76%

Career Technical Education;

	2019-2020	2020-2021	2021-2022
MIT			
CLO	81%	87%	88%
PLO	78%	90%	89%
ILO	72%	88%	89%
CRIMINAL JUSTICE			
CLO	73%	84%	95%
PLO	76%	83%	88%
ILO	74%	81%	97%
WELDING			
CLO	81%	78%	74%
PLO	78%	84%	50%
ILO	72%	80%	54%
BUSINESS			
CLO	83%	82%	82%
PLO	77%	78%	80%
ILO	77%	78%	79%
HEALTHCARE			
CLO	80%	85%	84%
PLO	98%	79%	79%
ILO	84%	81%	88%

By Student Demographics:

Average Achievement of outcomes for students...	CLO	PLO	ILO
Over 30 years of age	2.99	2.89	2.97
Under 30 years of age	3.14	3.18	3.10
Who identify as American Indian/Alaskan Native	3.34	3.5	3.31
Who identify as Asian	3.46	3.41	3.51
Who identify as Black or African American	2.79	3.03	2.74
Who identify as Hawaiian/Pacific Islander	3.55	3.52	3.44
Who identify as White	3.01	2.95	2.99
Who identify as LatinX	2.90	2.85	2.89
Who identify as male	3.01	2.95	2.99
Who identify as female	3.02	2.98	3.03
Who identify as other than male or female	3.57	3.51	3.58
Grand Average	3.16	3.16	3.14

In general student learning outcome success improved this year. Despite the ongoing impact on our students by COVID, it appears that each new cycle of our assessment practices is revealing increases in most areas. We did note, however a marked decrease from the previous year to this year in our Welding area. We are attempting to pinpoint a specific reason or set of reasons for this, and so far can surmise that in the past year the College was faced with the departure of the CTE Dean, the hiring of a new CTE Dean and subsequent departure of that individual. All of this during the implementation of the new organizational structure of the College. It is conceivable that these aforementioned events may have impacted the results of our learning outcomes assessment. Also worth mentioning again is that our size is 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).

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), and 52% completed it (29 of 55) for 2021-2022. We suspect that the latest figures number may be lower due to the transition of personnel and understaffing in parts of the college, which meant there were fewer people and opportunities to follow up with graduating students to encourage them to complete the survey.

Of those graduates who responded, 94% stated "very much so" in response to the question, "Too 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) 22: 0	20: 0 21: 12% (4) 22: 3% (1)	20: 43% (6) 21: 48% (16) 22: 61% (19)	20: 50% (7) 21: 36% (12) 22: 35% (11)
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) 22: 0	20: 14% (2) 21: 24% (8) 22: 10% (3)	20: 43% (6) 21: 30% (10) 22: 48% (15)	20: 43% (6) 21: 42% (14) 22: 42% (13)
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 22: 0	20: 0 21: 15% (5) 22: 13% (4)	20: 79% (11) 21: 60% (20) 22: 58% (18)	20: 21% (3) 21: 24% (8) 22: 29% (9)
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) 22: 0	20: 0 21: 9% (3) 22: 6% (2)	20: 50% (7) 21: 33% (11) 22: 68% (21)	20: 50% (7) 21: 52% (17) 22: 26% (8)
ILO 4: Student will demonstrate respect, honesty, and ethical principles by understanding and appreciating differences in cultures and behaviors.	20: 0 21: 0 22: 0	20: 0 21: 9% (3) 22: 3% (1)	20: 21% (3) 21: 33% (11) 22: 42% (13)	20: 79% (11) 21: 58% (19) 22: 55% (17)

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).

Last 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. For this past year, this survey was not completed due to a number of reasons, including the absence of numerous administrative personnel as a result of resignations and ensuing challenges for filling those vacancies; the departure of the Vice President of Instruction and Student Services and the process for hiring our new VPI and onboarding them after the end of the school year; and the need for many of our current administrative and exempt personnel to take on additional duties and responsibilities to ensure the fluid operation of the college in the absence of several key personnel. The new VPI, Dean of General Education and Transfer, and the Dean of Student Success and Partnerships intend to complete this survey during Fall term of this 2022-2023 year to maintain the continuity of data collection from graduates. The following table shows the results from the previous year. We expect these numbers to trend higher for 2021-2022, and continue to increase for the 2022-2023 year.

Employer Survey Results

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			33%	66%	

a scenario, applies, and correctly solves (GE- Computation)					
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:

The past year (2021-2022) can be characterized as both challenging and productive. TBCC was and still is facing the challenges brought about from COVID. The institutional reorganization was presented and implemented. There have been multiple cases of positions being vacated and filled by new employees, which has required the necessary transition periods for each new colleague to be brought onboard and learn their respective roles within the TBCC work environment. In some cases, this is still ongoing. Despite these challenges, we have found that our students continue to achieve the learning outcomes at respectable rates, with upward tendencies in most cases.

For the upcoming 2022-2023, the two ILO's that shall serve as our themes for the year are the following;

1. 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.
2. ILO 2: Students will effectively communicate, in writing and orally, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas.

Goals: 2022-2023:

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 seek the successful transition of the outcomes assessment process to the Canvas LMS.
4. We will continue the development and refinement of direct measures of Program Level Outcomes where appropriate.

Overall, we are pleased with the progress made over the past year and look forward to further improvement as we strive to achieve these goals in the next year.