



HB 2864 - Cultural Competency at Post-Secondary Institutions Report 2024-2025

The following document summarizes Tillamook Bay Community College's commitment to meeting expectations of HB2864, Cultural Competency at Post-Secondary Institutions.

#	Text from Legislation	Institutional Summary
2	Each public institution of higher education shall establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution's employees.	<ul style="list-style-type: none"> • Equity and Inclusion Committee • https://tillamookbaycc.edu/about-tbcc/equity-and-inclusion/ • The committee is charged by College Leadership with building the cultural competence of staff, faculty, and students and with leading the college in becoming a more equitable environment. • The committee develops strategy and budget requests and makes recommendations to College Leadership.
2(a) 2(b)	Include broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff and students.	<ul style="list-style-type: none"> • Committee members: <ul style="list-style-type: none"> ○ Executive Director, TBCC Foundation ○ Director of Institutional Effectiveness ○ Faculty member ○ Director of Student Success ○ Director Opportunity Programs ○ Ind. Trades and Apprenticeship Coordinator ○ Business Office Generalist ○ Resource Navigator ○ AV/Instructional Support Specialist
#	Text from Legislation	Institutional Summary
2(c)	Require that the institution provide	Movie Events – the College, along with Equity and Inclusion sponsored one movie event in the 2024-2025. A documentary

	<p>continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards.</p>	<p>series was made available on campus to all in recognition of Hispanic Heritage Month.</p> <p>Book Clubs – the College continues to sponsor book clubs to increase awareness and understanding of diversity and equity. The book is provided for anyone interested, including students, and then weekly discussions occur to learn collaboratively. Typically 10-15 people participate.</p> <p>Equity Lens Implementation – Training in the Lens was provided to the Board of Education, and to two separate employee groups during the 2024-2025 academic year. Training and use will become operational – a part of our ongoing work.</p>
2(d)	<p>Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.</p>	<p><u>Strategic Planning</u> - Instead of creating a separate Equity Plan, we built equity into each priority in the plan and then included a fifth priority focused specifically on equity and inclusion. This priority highlights the need for additional capacity to meet the objectives of the plan, including providing college-wide training and professional development.</p> <p>The Equity and Inclusion Committee annually plans its work, which is included in Appendix 1.</p>
2(e)	<p>Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this legislation.</p>	<p>This report was created by the Equity and Inclusion Committee and will be shared with the Tillamook Bay Community College Board during the December 8, 2025 meeting.</p>
2(f)	<p>Recommend mechanisms for assessing how well the institution meets cultural competency standards.</p>	<p>The Student Campus Climate Survey and the Employee Campus Climate Survey are distributed annually, beginning in 2018. The findings of these assessments are reviewed by the Equity and Inclusion Committee, the Leadership Team and are shared with all staff and faculty. The results are disaggregated on race/ethnicity and gender to determine if there are any detectable disparities in experience. These data</p>

		<p>are helpful, as they provide insights into student concerns and guide us in how to support students more effectively.</p> <p>Student success and outcome data are regularly disaggregated by gender, race/ethnicity, enrollment intensity, Pell status, and first-generation status of students. The College is investigating the data to determine our equity gaps, so that we can align service and supports to address disparities.</p>
2(g)	Ensure that the institution clearly communicates to new faculty, staff and administrators the institution's commitment to including meeting cultural competency standards in professional development.	<p>College Leadership issued a bilingual statement reaffirming Oregon's ,our commitment to privacy ,our Equity Statement ,Sanctuary status and FERPA rights shared via email with staff</p> <p>Supporting materials were .and students ,adjuncts ,faculty website ,signage ,red cards ,widely distributed through flyers and regular emails summarizing ,social media posts ,updates federal issues</p>

Appendix I:

2025-2026 Equity Work Plan

Goal	Strategy
Access & Representation	<ul style="list-style-type: none"> • Maintain the food pantry as a sustainable response to food insecurity among students, by coordinating multiple funding streams including product-specific fundraisers. <ul style="list-style-type: none"> ○ Pet Food Drive ○ Personal Care Products • Remove barriers to access for students: <ul style="list-style-type: none"> ○ Language usage: explore Latinx/a/o, Hispanic
Education & Training	<ul style="list-style-type: none"> • Continue to provide trainings in the use of the Equity Lens • Book Club – term by term, depending on interest • Movie Nights • Observance Emails

	<ul style="list-style-type: none"> • Coordinated messaging – share information about external trainings/events
Outreach & Partnership	<ul style="list-style-type: none"> • MLK Day of Service Event Planning - Jenny • CARE Homeless Connect – Jenny • June Dairy Parade • Pride Celebration • Hispanic Heritage Celebration • Welcome Week food bags