



# TILLAMOOK BAY

COMMUNITY COLLEGE



## Comprehensive Self-Evaluation Report

Fall 2013

A Comprehensive  
Self-Evaluation Report prepared  
for the Northwest Commission on  
Colleges and Universities

Dates of Initial Accreditation  
Visit: October 8-10, 2013

# **INITIAL ACCREDITATION COMPREHENSIVE SELF-EVALUATION REPORT**

**Tillamook Bay Community College**  
Tillamook, Oregon

Prepared for the Northwest Commission on Colleges and Universities

Submitted August 20, 2013  
for an  
Initial Accreditation Evaluation Visit  
October 8-10, 2013



## Welcome From President Green

On behalf of the Board of Education, the faculty, staff, and students of Tillamook Bay Community College, I would like to welcome you to the North Oregon coast. The College proudly serves this one remote rural county in Oregon. We are the postsecondary education provider to our high schools and adults. Our mission "Tillamook Bay Community College provides access to quality education in response to the needs of our community" is lived out every day.

Partnership and collaboration are hallmarks of the College and the community. Together, opportunities are created. The College partners with the three high schools to offer dual credit and career technical programs that are shared through the Tillamook Education Consortium. The College partners with three of the larger manufacturing industries – Hampton, Simpson and Tillamook Cheese – to offer an Industrial Maintenance Technology program to meet local needs. The College partners with the local hospital, Tillamook Regional Medical Center, to offer eight slots in the Clatsop Community College Nursing Program. These examples reflect the commitment to meet the need in a unique community partnership.

Thirty-two years ago, TBCC offered a few community education courses and a few credit courses. It was the beginning. Today, TBCC has grown in numbers of students served, permanent facilities, and the size of faculty staff. The culture of TBCC has grown to become one of planning, data inquiry, and improvement from the student services processes to the teaching practices in the classroom.

Thus there now exists the infrastructure necessary to be a 21st century center of excellence for education in our region. TBCC has a strategic framework, students systems in place for success, and a college infra-structure designed to meet the needs and for continuous improvement. The College has dedicated faculty that are committed to teaching and learning. The College community and the community at large are excited that we are now in the final stage of the independent accreditation process. Independent regional accreditation is the next step in the rich history of TBCC that includes successfully serving our communities and partnering with local and state entities to provide the best educational opportunities to our constituents.

I want to thank the entire campus community and the community partners who have been involved in this journey. All believed that, even though we are small, we could reach the goal of independent accreditation. Also, I want to thank the Portland Community College team for their guidance and support during this process. The work has not been easy, but TBCC is ready to demonstrate to you that we are truly poised to move forward.

Sincerely,

A handwritten signature in black ink, appearing to read "Constance Green", written in a cursive style.

Dr. Constance Green

# Table of Contents

Table of Contents.....	i
Institutional Overview.....	iii
Preface .....	vi
Institutional Changes since Last Report.....	vi
Responses to Topics Previously Requested by the Commission .....	vii
Glossary of Terms .....	x
Chapter One: Mission, Core Themes, and Expectations.....	1
Executive Summary of Eligibility Requirements 2 and 3.....	1
Mission (1.A) .....	1
Core Themes (1.B).....	4
Summary of Chapter One .....	13
Chapter Two: Resources and Capacity.....	15
Executive Summary of Eligibility Requirements 4 through 21.....	15
Governance (2.A) .....	17
Human Resources (2.B).....	26
Education Resources (2.C) .....	29
Student Support Resources (2.D).....	38
Library and Information Resources (2.E) .....	48
Financial Resources (2.F).....	51
Physical and Technological Infrastructure (2.G) .....	55
Summary of Chapter Two .....	62
Chapter Three: Institutional Planning.....	65
Introduction .....	65
Institutional Planning (3.A.1, 3.A.2, 3.A.3, 3.A.4).....	65
Emergency Preparedness and Contingency Planning (3.A.5).....	72
Evidence for Standard 3.A.....	73
Summary of Chapter Three.....	73

Chapter Four: Core Theme Planning, Assessment, and Improvement .....	75
Introduction .....	75
Executive Summary of Eligibility Requirements 22 and 23 .....	75
Overview of Core Theme Planning (3.B) .....	77
Overview of Assessment (4.A) .....	77
Overview of Improvement (4.B) .....	78
Collegiate and General Education Core Theme .....	79
Workforce Development Core Theme .....	90
Developmental Education Core Theme .....	100
Community Enrichment Core Theme .....	109
Evidence for Chapter Four .....	118
Summary of Chapter Four .....	118
Chapter Five: Mission Fulfillment, Adaptation, and Sustainability.....	121
Introduction .....	121
Executive Summary of Eligibility Requirement 24 .....	121
Mission Fulfillment (5.A) .....	122
Adaptation and Sustainability (5.B) .....	128
Summary of Chapter Five.....	131
Report Summary .....	133
Key Institutional Strengths.....	133
Key Institutional Challenges.....	134
Institutional Plans for Improvement.....	135

## **Institutional Overview**

Tillamook Bay Community College (TBCC) has been offering educational opportunities to its community for over thirty years. The Tillamook Bay Community College District serves Tillamook County on the Northwest Oregon coast. It is one of seventeen comprehensive community colleges in the State of Oregon and received its charter in 1980. Since receiving its charter, TBCC has contracted for accreditation through Portland Community College (PCC). However, a decade ago the TBCC community began discussion about independent accreditation as an option that could improve the College's mission to serve its local community. In 2006, TBCC submitted an Application for Consideration to the Northwest Commission on Colleges and Universities (NWCCU). Tillamook Bay completed a Self Study Report (Fall 2008) and hosted an initial candidacy visit in October 2008. In January 2009, TBCC became a Candidate for Accreditation. The College began preparing soon thereafter for its first Comprehensive Interim Candidacy Evaluation following NWCCU's revised standards. After the Comprehensive Interim Candidacy Evaluation in May 2010, TBCC began preparation for its second Comprehensive Interim Candidacy Evaluation scheduled for fall 2011. After the Comprehensive Interim Candidacy Evaluation in October 2011, TBCC began preparing for this Initial Accreditation Evaluation scheduled for fall 2013. Between each successive visit, the College has made numerous changes and improvements addressing its own plans, evaluators' concerns, and NWCCU recommendations.

Although a contracting college of PCC for accreditation, Tillamook Bay has always had its own locally-elected Board of Education, policies, College President, administration, faculty, and staff. The College has an infrastructure common to most community colleges, and because of its contract with PCC has historically complied with the standards of the NWCCU. However, Tillamook is a small rural county whose needs can be quite different than those of the Portland metropolitan area. Independent accreditation will permit TBCC to focus solely on its own mission, goals, and outcomes as well as be more responsive to its district (Tillamook County).

As a higher education lifeline to its region, TBCC annually enrolls approximately 2,350 students with full-time student equivalency (FTE) of approximately 506 students in the 2012-2013 academic year. In Fall Term 2012, the College had 73 faculty, staff, and administrative employees (24 full-time, 49 part-time). For 2012-2013 the total budget of the College was \$4,413,149 (budgeted amount). For 2012-2013, the average age of credit students was 28 years; for non-credit students, 48 years. Females comprised 56% of credit students, and 69% of non-credit students. Of students reporting ethnicity, 83% were White, 8% Hispanic, and 9% were "other" ethnicities. The College's diversity reflects that of Tillamook County as a whole, although there are generally fewer Hispanic and fewer male students. Of students reporting

ethnicity, 83% were White, 8% Hispanic, and 9% were "other" ethnicities. The College's diversity reflects that of Tillamook County as a whole, although there are generally fewer Hispanic and fewer male students.

In 2012-2013, 44% of annual FTE was in Lower Division Collegiate, 18% in Career and Technical Education (preparatory and supplemental), 18% in Community Education, and 19% in Developmental Education (ABE, ESL, GED, and Postsecondary Remedial). Tillamook Bay offered 20 degree programs in six areas (including 16 AAS degrees), 23 certificates of completion, four skills development programs, and courses in over twelve community and continuing education subject areas in 2012-2013. The College will offer 11 degree programs and 15 certificates along with skills development and community/continuing education programs for 2013-2014. The decrease in credit certificate and degree offerings is the result of the elimination of programs with histories of very low enrollment and limited course offerings. The TBCC Catalog 2013-2014 reflects a more realistic picture of degrees and certificates that can be completed at TBCC in appropriate time frames than previous TBCC Catalogs.

Tillamook County covers 1,125 square miles with a population of 25,305 (July 2012 PSU Population Research Center estimate). Tillamook (population 4,880) is the County Seat. The city of Tillamook is an isolated area on the southeast end of Tillamook Bay on the Pacific Ocean, 74 miles west of Portland, Oregon and there are a total of seven incorporated cities in the County. The majority of the County population (62%) resides in unincorporated areas. An older population makes up a greater percentage of residents than found in most other Oregon counties: 9% are 75 years and older, 30% are 55-74 years, 25% are 35-54 years, and only 22% are aged 0-19 years. Tillamook Bay is the only community college in Tillamook County, underscoring its importance to the region. There are no other institutions of higher education in TBCC's service area. The closest community college is Oregon Coast Community College, approximately 70 miles away. The closest four-year institution, Portland State University, is 73 miles away.

Natural resources and agriculture, particularly the dairy industry, continue to be major factors in Tillamook County's economy and society, but the largest areas of non-farm employment are government (including schools and law enforcement); manufacturing; trade, transportation, and utilities; and leisure and hospitality. Tillamook County is also characterized by a significant number of small-businesses and recent focus on tourism, entrepreneurship, and food manufacturing as potential growth areas. Average pay per job in 2012 was \$32,317.

The infrastructure TBCC has created for independence is the focus of the Preface as well as Chapters One and Two of this Comprehensive Self-Evaluation Report. Chapter One establishes

the infrastructure to address the accreditation standards, including core themes, core theme objectives, thresholds of mission fulfillment, and indicators of achievement. Chapter Two addresses TBCC's operational infrastructure by evaluating the stable resource base in a shifting environment and capacities for success as an independent institution in key functional areas. Chapters Three, Four, and Five of this Self-Evaluation Report expand on planning and assessment, implementation, institutional results, effectiveness, and sustainability.

## Preface

### **Institutional Changes since Last Report**

There have been a number of changes at TBCC since the last Interim Evaluation in fall 2011. The period was characterized by active, dynamic improvements in governance, institutional and financial planning, and preparation for independence. It has also been a period of focus on student success through review of local data and participation in several projects.

In April 2012, President Green established a new leadership structure that flattened the design and strengthened the cooperative nature of leadership at TBCC. Previously the College had an Executive Committee made up of two deans and the president. President Green eliminated the dean titles and established a six-person Leadership Team made up of the Chief Academic Officer; Director of Student Services; Comptroller/Budget Manager; Director of Facilities, Safety, and Human Resources; Director of Information Technology; and herself. The Leadership Team meets every other week or more often when needed and provides a forum for college leadership to discuss complex issues, options and directions. Its charge is to coordinate College committee directions and issues; to review and recommend budget priorities; to collaborate on data needs for better decision making; to listen to staff issues and identify institutional issues that may need to be addressed; and invite stakeholders to meetings as needed for clarity.

Institutional planning was re-energized and codified in 2011-2013. Tillamook Bay developed its first ever Academic Master Plan in 2012. The plan was based on pre-existing plans but goes further to identify a preferred future. The College also updated its master facilities plan in late 2012 to reflect new realities since moving to its new campus in January 2010 and to align with the Academic Master Plan. The Strategic Enrollment Management Plan and Technology Plan were revised to align with the Academic Master Plan and to extend to 2015. These plans built upon previous institutional planning at TBCC, including Strategic Aims established in 2010 and President Green's Strategic Blueprint (April 2012). Tillamook Bay created a Strategic Framework to provide a casing for the plans. Although the four major plans focus on 2012-2015, they will be reviewed annually and ideas are already surfacing about revisions to be done in 2014-2015 for the 2015-2020 period.

Since the last NWCCU visit, there have also been several changes in Student Services to prepare for independence. Perhaps the most significant change is independent Financial Aid administration. Critical preparation began in 2011 with the designation of Financial Aid staff and the on-campus implementation of the College's enterprise software (Jenzabar) financial aid

module, and includes the June 2012 hiring of a second Financial Aid Specialist. Financial aid software PowerFAIDS has been implemented and the financial aid student portal Net Partner has been purchased and implemented to assist students to receive Title IV funds in a timely manner. In summer 2013, TBCC will be fully independent in administration of Title IV aid. Another significant change in Student Services is the continued work in the improvements of practices regarding new students and academic advising. Pre-enrollment admissions and new-student orientation continues to be mandatory. In addition, a first-term experience (CG 100 College Survival and Success) is now required of all first-time degree seeking students. In Fall Term 2012, the creation of a personal Career Education Plan and mandatory follow-up advising was added for all students who took the first-term experience course. To support these and other first-term and first-year college initiatives, in spring 2013 the Student Services area reorganized, changing priorities and responsibilities to provide for two full-time Career Education Advisors.

In 2011-2012, Tillamook Bay participated in the John N. Gardner Institute's Foundations of Excellence (FoE) in the First College Year project along with other Oregon community colleges. The nine-month process of data collection, analysis, and planning culminated in a collection of implementation action items that were incorporated in other TBCC planning documents (particularly the Academic Master Plan) and will lead to improvements over time. With the College's low retention of students from year one to year two, this process assisted in understanding the "why."

The College also began to look at gaps where students were not succeeding. To address the need for higher completion, TBCC joined a consortium of rural Oregon community colleges in Achieving the Dream (ATD) in 2012-2013. Participation in ATD built on the FoE work and additional analyses of TBCC data. The College's ATD Implementation Plan (Spring 2013) focuses on math redesign and student progress and completion. Tillamook Bay also participated in statewide initiatives for Career Pathways, Reverse Transfer, Degree Qualifications Profile, Core to College, and the CASE (Credential, Acceleration, and Support for Employment) Grant. All of these initiatives and the related activities align with institutional and core theme planning at TBCC and the College's participation has been partly or wholly funded by grants.

## **Responses to Topics Previously Requested by the Commission**

*Recommendation 1. The Evaluation Committee acknowledges the work that has been done and recommends that TBCC continue to regularly evaluate the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to (independently) fulfill its*

*mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered (Standard 5.B.1)*

As part of the accreditation process itself, TBCC continues to—and will continue to—regularly evaluate the adequacy of its resources, capacity, and effectiveness of operations as an independent college. This is particularly true when addressing accreditation Standards Two, Four, and Five. On an ongoing basis, through annual and biennial processes, evaluation takes place within departments as well as college-wide. Budget planning is the most prominent process that involves evaluating TBCC’s ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered. Annual budget planning now involves study of multiple projective scenarios to examine “best case” and “worst case” conditions and potential College responses. Also, the College’s budget planning for future sustainability is within the Strategic Framework of the institutional planning process. The Strategic Framework includes Strategic Aims, the Academic Master Plan, the Strategic Enrollment Management Plan, the Technology Plan, and the Facilities Plan. The budget assumptions, the general scenario planning model, the Strategic Framework, and individual assumptions made on all categories of revenue and expenditures, give TBCC an outlook to the future to assure sustainability based on meeting its mission, goals, and core themes through current budget, program, and service decisions.

In addition to TBCC’s regular evaluation of the adequacy of resources, capacity, and effectiveness of operations in its institutional and budget planning activities, the College has a history of relatively large fund balances and strategic reserves that provide stability for the College. With an annual budget of approximately four million dollars, TBCC has approximately two million in Special Funds (outside the general fund): approximately one million in a Strategic Initiatives Fund (reserve) and one million in Plant Operation and Maintenance (contingency and reserve). These reserves create long-term stability, long-term investment, and no need for short-term borrowing.

*Recommendation 2. The Evaluation Committee recommends that Tillamook Bay Community College develop a comprehensive physical master plan based on the institution’s mission, core theme objectives, and goals of programs and services. (Standard 2.G.3)*

The College’s previous Facilities Master Plan (ca. 2008) focused on acquiring a new building and expanding capacity to meet anticipated needs. The completion of TBCC’s new central campus and career technical center satisfied those plans and resulted in the need for a revised comprehensive facilities master plan. Although plans for future expansion had been discussed

for several years and were in writing, there was no final adopted plan at the time of TBCC's last Comprehensive Interim Evaluation. Since then, TBCC worked with Malhum to produce a Facilities Plan 2012-2015. This comprehensive master facilities plan is based on the College's mission, core theme objectives, goals of programs and services, and Academic Master Plan. It is founded in the work of the past few years by the TBCC community on "next steps" as the College moves forward. The Facilities Plan compliments three other plans TBCC has finalized (Academic Master Plan, Strategic Enrollment Management Plan, and Technology Plan) as part of the Strategic Framework 2012-2015. The TBCC Board of Education approved the Strategic Framework in February 2013. The Framework, including the Facilities Plan, will be evaluated and revised as necessary on a regular basis.

*Recommendation 3. The Evaluation Committee acknowledges the work that has been done and recommends that TBCC continue and complete comprehensive planning processes that are informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of the college's mission (Standard 3.A.3)*

A Strategic Framework that includes strategic aims and four key plans, informed by the collection of appropriately defined data, is now in place as part of TBCC's comprehensive planning processes. The Academic Master Plan, Strategic Enrollment Management Plan, Technology Plan, and Facilities Plan are part of the Strategic Framework 2012-2015 and collectively serve as a vehicle for institutional planning and maintaining mission fulfillment at TBCC. Planning is informed by data from student surveys such as the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE), previous work plans for the College (2011-2012), Foundations of Excellence data and recommendations (2011-2012), Strategic Aims 2012-2015, Achieving the Dream data and plans (2012-2013), data from indicators of core theme objectives and mission fulfillment, and other sources of information. The College's comprehensive planning processes and the Strategic Framework are informed by the collection of appropriately defined data that is analyzed and used for improvement in a systematic manner. The Strategic Framework 2012-2015 is a living document that will inform TBCC's continuous improvement through review and revision as necessary, including revision for the future beyond 2015.

## Glossary of Terms

<b><u>Acronym</u></b>	<b><u>Definition</u></b>
AAOT	Associate of Arts Oregon Transfer Degree
AAS	Associate of Applied Science Degree
ABE	Adult Basic Education
ABS	Adult Basic Skills
ACE	Adult Continuing Education
ACT	American College Testing
ADA	Americans with Disabilities Act
AGS	Associate of General Studies Degree
ALA	American Library Association
AMP	Academic Master Plan
AS	Associate of Science Degree
ASOT-BUS	Associate of Science Oregon Transfer Degree in Business
ASTBCC	Associated Students of Tillamook Bay Community College
CASAS	Comprehensive Adult Student Assessment System
CASE	Credential Acceleration and Support for Employment
CCOG	Course Content and Outcomes Guide
CCSSE	Community College Survey of Student Engagement
CCWD	Oregon Department of Community Colleges and Workforce Development
CEU	Continuing Education Unit
COMPASS	Student placement test
CTE	Career and Technical Education
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalency
FY	Fiscal Year
ILO	Institutional Learning Outcome
IPEDS	Integrated Postsecondary Education Data System
LDC	Lower Division Collegiate
NOTA	Notification of Teaching Assignment
NWCCU	Northwest Commission on Colleges and Universities
OCCURS	Oregon Community College Unified Reporting System
OTM	Oregon Transfer Module
OUS	Oregon University System
PCC	Portland Community College
PSR	Postsecondary Remedial
PTK	Phi Theta Kappa International Honor Society
SBDC	Small Business Development Center
SEM	Strategic Enrollment Management
SENSE	Survey of Entering Student Engagement
TBCC	Tillamook Bay Community College

## **Chapter One: Mission, Core Themes, and Expectations**

### **Executive Summary of Eligibility Requirements 2 and 3**

Tillamook Bay Community College (TBCC) is authorized to operate and award degrees as a higher education institution by the Oregon State Board of Education. On August 17, 1980, the Oregon State Board of Education granted Tillamook Bay Community College Area Education District a charter that became effective April 24, 1981. The College is one of Oregon's seventeen comprehensive community colleges. The State of Oregon Revised Statutes, Chapter 341, Community Colleges, provides a framework for operations.

The College has contracted for credit instruction through a service agreement with Portland Community College (PCC) since its 1981 charter. Tillamook Bay delivers college credit instruction, certificates, and degrees through its contract with PCC. The Northwest Commission on Colleges and Universities (NWCCU) accredits PCC. Credits, certificates, and degrees earned at TBCC appear on PCC transcripts.

Tillamook Bay's mission states, ***"Tillamook Bay Community College provides access to quality education in response to the needs of our community."*** This mission makes serving the educational interests of students a primary purpose for TBCC. The College's core themes emphasize lower division collegiate, career and technical, developmental, and community education and are appropriate to a comprehensive community college. The mission and core themes are clearly defined, adopted by TBCC's Board of Education consistent with its legal authorization, and appropriate to a degree-granting institution of higher education. The College's purpose is to serve the educational interests of its students, and its principal programs lead to recognized degrees in general studies, transfer, and career and technical fields. The TBCC Board of Education establishes annual Budget Development Guidelines that set clear emphasis on support for educational programs and courses, and the College devotes all of its gross income to supporting its educational mission and core themes.

### **Mission (1.A)**

***"Tillamook Bay Community College provides access to quality education in response to the needs of our community."***

A series of sessions requesting input from members of the TBCC community led to the adoption of this mission by the TBCC Board of Education in 1997. Periodic reviews of TBCC's mission have affirmed its continued relevance. The mission statement remains unchanged and is well publicized in the TBCC Catalog and website, as well as in other documents and publications.

In 2008, a team from the Northwest Commission of Colleges and Universities (NWCCU) validated a strong sense of purpose at Tillamook Bay. In "A Comprehensive Evaluation Committee Report for Initial Candidacy," the Committee commended "TBCC faculty, staff, administration, and Board of Education members for living the mission of the College." The mission statement articulates a purpose appropriate for an institution of higher learning, gives direction to TBCC's efforts, derives from the community, and is generally understood by the community.

In addition to its mission, TBCC has adopted a "vision statement" which describes the ideal state the College aims to achieve:

*"The College, in partnership with the community, strives to be a center for educational excellence that provides access to lifelong learning; bridges to opportunity; an environment for innovation and intellectual pursuits; and leadership in the economic, cultural, and intellectual evolution of our community."*

The mission statement articulates Tillamook Bay's purpose and the College defines mission fulfillment in the context of its purpose, characteristics, and expectations. After reviewing TBCC's mission, core themes, core theme objectives, achievement indicators, and recommendations from a May 2010 interim candidacy visit, the Planning and Steering Committee chose to approach mission fulfillment in the context of five areas of accomplishment: (1) Progress, (2) Completion, (3) Achievement, (4) Access, and (5) Equity.

The first three areas of accomplishment align with objectives for each of TBCC's core themes. The last two areas were chosen to represent broader aspects of TBCC's mission. The table below (Table 1.1) illustrates examples of mission fulfillment measures in each of the five areas of accomplishment.

Tillamook Bay's evaluation of mission fulfillment is demonstrating a minimum 80% (80/100) threshold of accomplishment for each of the five areas. In order to calculate the measure for each area, scores on achievement indicators in each area are compared to TBCC's targets for each indicator. Targets are based on state targets, averages for Oregon community colleges,

and baselines established by TBCC. Scores for the percent of the target achieved on each indicator are totaled and divided by the number of indicators in each mission fulfillment area.

Table 1.1 – Examples of Mission Fulfillment Measure Categories by Areas

<b>Mission: "Tillamook Bay Community College provides access to quality education in response to the needs of our community."</b>				
<b>Progress</b>	<b>Completion</b>	<b>Achievement</b>	<b>Access</b>	<b>Equity</b>
<ul style="list-style-type: none"> <li>• Credit accumulation (15 and 30 college-level credits in one year)</li> <li>• Persistence (term-to-term and fall-to-fall)</li> <li>• Skill attainment (technical, academic, and adult basic skills)</li> <li>• Non-credit courses offered and non-credit enrollments</li> </ul>	<ul style="list-style-type: none"> <li>• Degree and certificate completion</li> <li>• Transfer (transfer rates, performance after transfer, progress of students)</li> <li>• Successful GED and remedial coursework completion</li> <li>• Regional market participation (community enrichment)</li> </ul>	<ul style="list-style-type: none"> <li>• Course learning outcomes</li> <li>• Program learning outcomes</li> <li>• Institutional learning outcomes</li> <li>• Success in subsequent related coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Students enrolling in TBCC from local high schools</li> <li>• Annual student FTEs (enrollment)</li> <li>• Community events sponsored by TBCC</li> <li>• Students receiving aid (all receiving need-based aid and Pell grant recipients)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and student demographics relative to service area</li> <li>• Student enrollment by instructional program</li> <li>• Student satisfaction</li> <li>• Part-time/full-time faculty ratio</li> </ul>

This model defines mission fulfillment in the context of TBCC's purpose, characteristics, and expectations. It connects directly with core theme evaluation because Progress, Completion, and Achievement are core theme objectives. Indicators for Equity and Access facilitate the analysis of additional meaningful, assessable, and verifiable data. Because a number of the indicators used to evaluate mission fulfillment, especially those for Equity and Access, were new in 2011, the College has focused on the collection of data on indicators rather than evaluation of the model itself. Results of the most recent application of this model of evaluating mission fulfillment (see Table 1.2) are discussed in more detail in Chapter Five. The College now has three years' worth of data regarding assessment of mission fulfillment using

Table 1.2 – Results of Evaluation of Mission Fulfillment (2011-2013)

	Progress	Completion	Achievement	Access	Equity
2011	91.5	90	97	92.5	93
2012	95	84	97	97	80
2013	91	86	98	93	82.5

this model and is in a position to re-examine the model in light of any changes to mission, core themes, objectives, and indicators after the current self-evaluation cycle concludes.

### **Evidence for Standard 1.A**

S1.1	Mission, Vision, Themes, and Objectives 2013
S1.2	TBCC Catalog, 2012-2013
S1.4	TBCC Catalog, 2013-2014
S2F.15	Budget Development Guidelines
S3B.1	Core Themes and Mission Fulfillment Indicators Report (2013)

### **Core Themes (1.B)**

Tillamook Bay has identified core themes that individually manifest essential elements of TBCC's mission and collectively encompass the College's mission. The TBCC Board of Education initially adopted four core themes in March 2009 and reaffirmed them in October 2010:

- Collegiate and General Education
- Workforce Development
- Developmental Education
- Community Enrichment

Since then, the Board has reaffirmed mission and core themes in its approval of planning documents based on the adopted mission and core themes. The areas of lower division collegiate, career and technical, pre-college, and community education were natural choices as core themes for Tillamook Bay. These core themes highlight the College's understanding of its mission and guide planning, development, and resource allocation for continuous improvement.

Each of the core themes has three objective areas: (1) Progress, (2) Completion, and (3) Achievement. Each objective for each core theme is measured by at least one achievement indicator. Most indicators were in use by TBCC and/or part of existing state or federal accountability measures in 2010 when they were first identified. Indicators for core theme objectives are measures that are part of the College's assessment of mission fulfillment and inform continuous improvement at TBCC.

## Collegiate and General Education Core Theme

### *Description*

The Collegiate and General Education Core Theme encompasses transfer and general education courses and programs that are integral components of TBCC’s mission to provide access to quality education. This core theme includes courses that will transfer to four-year colleges and universities (lower division collegiate courses) and the Associate of Arts Oregon Transfer (AAOT), Associate of Science Transfer in Business (ASOT-Business), Associate of Science (AS), and Associate of General Studies (AGS) degrees as well as the Oregon Transfer Module (OTM) credential (a sub-set of the AAOT). The AAOT and ASOT-Business provide “block transfer” to Oregon public universities. Those degrees as well as the AGS allow students to take a combination of lower division collegiate and career and technical education courses to satisfy degree requirements. Because of that, this core theme is closely related to the Workforce Development Core Theme. This core theme also focuses on college credit students and activities to a greater extent than any of the other core themes.

### *Objectives and Indicators*

<b>Core Theme 1: Collegiate and General Education</b>		
Objective	Indicators	Sources of Data
<b>Progress:</b> Students make consistent and timely progress toward their educational goals/degree.	<ul style="list-style-type: none"> <li>▪ Earning 15 college-level credits in 1 year</li> <li>▪ Earning 30 college-level credits in 1 year</li> <li>▪ Term-to-Term Persistence</li> <li>▪ Fall-to-Fall Persistence</li> </ul>	TBCC Student Information System; Oregon Department of Community Colleges and Workforce Development.
<b>Completion:</b> Students earn their associate degree in a timely manner or transfer with success.	<ul style="list-style-type: none"> <li>▪ Associate Degree Completion</li> <li>▪ Transfer Rates</li> <li>▪ Performance after Transfer</li> <li>▪ Progress of Transfer Students</li> </ul>	TBCC Student Information System; Oregon Department of Community Colleges and Workforce Development; Oregon University System.
<b>Achievement:</b> Students achieve expected learning outcomes.	<ul style="list-style-type: none"> <li>▪ Course Learning Outcomes</li> <li>▪ General Education Learning Outcomes</li> <li>▪ Institutional Learning Outcomes</li> </ul>	TBCC Student Information System; TBCC Learning Outcomes Assessment records.

Objectives and indicators for the Collegiate and General Education Core Theme were originally identified in 2009-2010 in preparation for TBCC’s Institutional Goals and Core Themes Indicators Report (2010). There were initially thirteen indicators identified for three objectives. The College aligned core theme objectives in early 2011 for another Core Themes Indicators

Report and reviewed and revised indicators in preparation for the Core Theme and Mission Fulfillment Indicators Report (2013). Two indicators for the Progress objective (ever earning 15 college-level credits and ever earning 30 college-level credits) were eliminated due to concerns about their being meaningful measures and lack of comparative data. There are now eleven indicators for this core theme.

### ***Rationale for Indicators***

Many of the indicators for the Collegiate and General Education Core Theme have long histories as institutional effectiveness measures at TBCC. These include associate degree completion, term-to-term persistence, fall-to-fall persistence, transfer rates, and performance after transfer. Tillamook Bay adopted the measures of credit accumulation (earning 15 college-level credits in 1 year and earning 30 college-level credits in 1 year) based on research supporting the significance of such measures for subsequent college success and their being adopted as Student Success Indicators for Oregon community colleges in 2008. Progress of transfer students was adopted because it is a Key Performance Measure for Oregon community colleges and is a meaningful measure of “transfer with success.” The Achievement indicators involve assessment of learning outcomes at the course, program, and institutional (degree) levels; documentation of assessment results and the use of that information for improvement are part of TBCC’s student learning outcomes assessment efforts.

When these indicators were identified in 2010, several were shared with other community colleges in the state and comparative data was available to set percentage targets or benchmarks for TBCC and identify achievement gaps for Progress and Completion indicators. Although some of the indicators (earning 15 college-level credits in 1 year, earning 30 college-level credits in 1 year, associate degree completion, and student transfer to OUS) are now Achievement Compact Outcome Measures for Oregon community colleges and may become metrics for a proposed outcomes-based funding model, comparative percentage data was no longer as readily available in 2013. If that continues to be the case, the College will need to determine alternative means of setting targets/benchmarks to identify achievement gaps and calculate scores for evaluation of mission fulfillment on those indicators.

## **Workforce Development Core Theme**

### ***Description***

The Workforce Development Core Theme incorporates a variety of workforce-related courses, programs, and services that are integral components of TBCC’s mission to respond to

community needs for quality education. This core theme includes career and technical education credit courses, certificates, and Associate of Applied Science (AAS) degrees; college credit, Continuing Education Unit (CEU), and non-credit courses offered to support preparatory and supplemental workforce training in the community; contracted training; small business development; and economic development. Tillamook Bay engages with a number of partners regarding workforce development in Tillamook County. These include WorkSource Oregon, the Small Business Development Center at TBCC, Futures Council, Tillamook Chamber of Commerce, Tillamook County Economic Development Council, and industry partners. The College also works with the Tillamook Education Consortium and local school districts to coordinate career and technical education programs, including sharing the Regional Coordinator’s services. In 2011-2012, TBCC began a partnership with Tillamook High School (Tillamook School District #9) for a Career and College Ready (C2R) effort. The effort includes a Stakeholders group with parent and business representation as well as a Steering Committee with teachers/faculty, staff, and administrative representation from both schools. Plans include establishing five Career and College Academies that will include transitions from high school to career and college plus offer college-credit opportunities in each area. For multiple reasons, primarily its emphasis on credit instruction and programs, this core theme is closely related to the Collegiate and General Education Core Theme.

### ***Objectives and Indicators***

<b>Core Theme 2: Workforce Development</b>		
Objective	Indicators	Sources of Data
<b>Progress:</b> Students make consistent and timely progress toward their educational goals/degree.	<ul style="list-style-type: none"> <li>▪ Technical Skill Attainment</li> <li>▪ Academic Skill Attainment</li> <li>▪ Student Retention or Transfer</li> <li>▪ Nontraditional Participation</li> <li>▪ Customized Training Employer Satisfaction</li> <li>▪ Contracted Trainings</li> </ul>	Oregon Department of Education; Oregon Department of Community Colleges and Workforce Development; OCCURS Data System; TBCC Small Business Development Center.
<b>Completion:</b> Students earn their certificate, degree, and/or certification prepared to enter today’s workforce.	<ul style="list-style-type: none"> <li>▪ Career and Technical Degree or Certification Completion</li> <li>▪ Nontraditional Completion</li> <li>▪ Student Placement</li> <li>▪ Licensing/Certification Rates</li> </ul>	Oregon Department of Education; TBCC Student Information System; Oregon Department of Community Colleges and Workforce Development.
<b>Achievement:</b> Students achieve expected learning outcomes.	<ul style="list-style-type: none"> <li>▪ Course Learning Outcomes</li> <li>▪ Program Learning Outcomes</li> <li>▪ Institutional Learning Outcomes</li> </ul>	TBCC Student Information System; TBCC Learning Outcomes Assessment records.

Objectives and indicators for the Workforce Development Core Theme were originally identified in 2009-2010 in preparation for TBCC's first Core Themes Indicators Report (2010). Thirteen indicators were identified. After aligning objectives with other core themes for the Indicators Report (2011), TBCC reviewed and revised indicators in 2013. All thirteen indicators for this core theme were retained in the Core Theme and Mission Fulfillment Indicators Report (2013).

### ***Rationale for Indicators***

Most of the indicators for the Workforce Development Core Theme's Progress and Completion objectives are also postsecondary accountability measures for Carl D. Perkins IV funding. Career and technical certificate and degree completions are also part of Achievement Compact Outcome Measures as well as parts of measures in a proposed outcomes-based funding model for Oregon community colleges. Customized training employer satisfaction is an Oregon Community College Key Performance Measure. Number of contracted trainings is a long-standing institutional effectiveness measure for TBCC. Licensing/certification rates are of interest to both TBCC and the Oregon Department of Community Colleges and Workforce Development. The Achievement indicators (course learning outcomes, program learning outcomes, and Institutional Learning Outcomes) involve assessment of learning outcomes, documentation of assessment results, and the use of that information for improvement, all of which are also part of TBCC's student learning outcomes assessment efforts.

Because most of the Progress and Completion indicators for the Workforce Development Core Theme are shared with other community colleges in the state, comparative data is available to set targets for TBCC and identify achievement gaps for those indicators. The Oregon Department of Education negotiates annual performance targets for Perkins measures for Oregon, which the College uses to calculate scores for evaluation of mission fulfillment, and supplies data on actual performance by all seventeen community colleges, which helps TBCC analyze achievement gaps. However, interpretation of Perkins IV data for Tillamook Bay is a challenge due to historically small numbers of defined participants. Another limitation of the indicators for this core theme is that, except for customized training employer satisfaction and contracted trainings, all of the indicators for the Workforce Development Core Theme relate to credit courses and programs. When TBCC next examines its core themes, objectives, and indicators, it should consider the significance of these data limitations.

## Developmental Education Core Theme

### *Description*

The Developmental Education Core Theme includes courses and programs that prepare students for career and transfer-level college learning. It supports TBCC's mission by providing access to quality education for learners from basic literacy to postsecondary remedial levels. Courses in this core theme are classified as adult basic skills and postsecondary remedial in Oregon. Adult basic skills offerings include adult literacy tutoring, adult basic education (ABE) courses, general education development (GED) instruction, and English for speakers of other languages (ESOL) that provide access to educational opportunities for community members in need of learning in order to prepare for employment and/or higher education. Postsecondary remedial offerings include credit preparatory courses in reading, English composition, and mathematics that are below 100-level. This core theme encompasses both non-credit and credit courses. For students on paths to certificates and degrees, it connects with both the Collegiate and General Education and Workforce Development Core Themes.

### *Objectives and Indicators*

<b>Core Theme 3: Developmental Education</b>		
Objective	Indicators	Sources of Data
<b>Progress:</b> Students make consistent and timely progress through remedial coursework.	<ul style="list-style-type: none"> <li>▪ Pre and Post test score gains on CASAS</li> <li>▪ Completion of Basic Skills/ESOL</li> </ul>	TOPSPro (Tracking of Programs and Students) database; Oregon Department of Community Colleges and Workforce Development.
<b>Completion:</b> Students complete programs and courses.	<ul style="list-style-type: none"> <li>▪ Successful GED Applicants</li> <li>▪ Successful Completion of Remedial Math or English Courses</li> </ul>	TBCC Student Information System; Oregon Department of Community Colleges and Workforce Development.
<b>Achievement:</b> Upon completion of remedial courses students will successfully complete subsequent college level courses.	<ul style="list-style-type: none"> <li>▪ Success in Subsequent Related Coursework in Reading/Writing</li> <li>▪ Success in Subsequent Related Coursework in Math</li> </ul>	TBCC Student Information System.

Objectives and indicators for the Developmental Education Core Theme, like those for other core themes, were first identified in 2009-2010 in preparation for TBCC's first Indicators Report. There were initially only two objectives for the six indicators identified for this core theme. The College aligned objectives with those for other core themes in the Indicators Report (2011)

before reviewing and revising indicators in preparation for the 2013 Indicators Report. An indicator for the Achievement Objective was eliminated in 2013 because it was deemed too weak for addressing the Developmental Education Core Theme objective.

### ***Rationale for Indicators***

The indicators for the Developmental Education Core Theme are meaningful and measurable. Analysis of indicator results can be used to support continuous improvement of programs and services. Pre- and post-test score gains on CASAS (Comprehensive Adult Student Assessment System) has been used as a measure for Oregon Title II accountability and funding for several years. Completion of basic skills/ESOL and successful GED applicants are Oregon Community College Key Performance Measures. Successful completion of remedial math or English courses and success in subsequent related coursework come from TBCC's own indicators of institutional effectiveness in serving underprepared students. Successful GED applicants and successful completion of developmental education (remedial) writing and math are now Achievement Compact Outcome Measures for community colleges in Oregon. Although not completely aligned with TBCC's success in subsequent related coursework, successful completion of first college-level math course and successful completion of first college-level writing course are part of Oregon's proposed outcomes-based funding model.

There were originally six indicators when Developmental Education Core Theme indicators were identified in 2010. Completing two college-level courses, which was also an Oregon Community Colleges Student Success Indicator at the time, was included as an indicator for the Achievement objective. When TBCC reviewed and revised indicators in preparation for its 2013 Indicators Report, it was decided to eliminate that indicator because although the data reflected student acquisition of credits, it was not specific to achievement after taking developmental education courses. The remaining indicators are still being refined to ensure that they remain assessable and meaningful measures of student learning at the pre-collegiate level as well as transition into college-level instruction. As Oregon's community college Achievement Compact Outcome Measures mature and outcomes-based funding metrics are finalized, TBCC will explore potential alignment of its Developmental Education Core Theme indicators. For example, TBCC has tracked student enrollment and success in remedial math and English (reading and writing) collectively for many years but the Achievement Compact Outcome Measure disaggregates performance in writing (not reading) and math. Also, as the College moves forward with Achieving the Dream those cohort measures for developmental education should be considered for adoption/alignment as they will be both meaningful and assessable measures for TBCC as an Achieving the Dream school.

## Community Enrichment Core Theme

### *Description*

The Community Enrichment Core Theme relates to providing lifelong, non-credit learning and opportunities for educational enrichment in order to support Tillamook Bay’s mission to provide access to quality education for its community. Community education at TBCC has been important to the Tillamook County community since the College’s early years. This core theme embraces a variety of course offerings and sponsored events designed to foster lifelong learning and serve community interests. These include non-credit courses in business and employee development, computers and technology, creative arts, fitness, foreign languages, music, safety, health, sports and leisure, and other subjects. The Community Enrichment Core Theme also includes on-campus activities that TBCC sponsors, usually with one or more community partner, for the public. Because this core theme concerns only non-credit offerings and no structured educational programs, it is less comprehensive and less connected to other core themes than the other core themes are to each other. The College has historically emphasized meeting non-credit educational needs of the community as part of its mission, although the elimination of state funding for some community education courses in 2003 has led to reduced offerings and more self-sufficiency requirements in this area. More recent developments, such as an Achievement Compact and proposed outcomes-based funding formula for Oregon community colleges focused on credit instruction, are causing TBCC to focus a more critical eye on community education and this core theme.

### *Objectives and Indicators*

<b>Core Theme 4: Community Enrichment</b>		
Objective	Indicators	Sources of Data
<b>Progress:</b> Students make progress toward lifelong learning.	<ul style="list-style-type: none"> <li>▪ Number of Non-Credit Courses Offered</li> <li>▪ Enrollment (FTE) in Non-Credit Courses</li> <li>▪ Enrollment in Subsequent Non-Credit Course</li> </ul>	TBCC Data System (Detailed Reports, FTE Reports); TBCC Student Information System.
<b>Completion:</b> Community members complete courses at TBCC.	<ul style="list-style-type: none"> <li>▪ Regional Market Penetration Rates (participation rates)</li> </ul>	TBCC Student Information System; United States Census.
<b>Achievement:</b> TBCC achieves positive response to community education offerings.	<ul style="list-style-type: none"> <li>▪ Requested Courses Offered</li> </ul>	TBCC Data System; Community Survey Results.

As with the other core themes, objectives and indicators for the Community Enrichment Core Theme were originally identified in 2009-2010 in preparation for TBCC's Institutional Goals and Core Themes Indicators Report (2010). There were initially two objectives and five indicators identified for the Community Enrichment Core Theme. At the time, most of those indicators were new to TBCC and comparative data from other institutions was not available for target setting or benchmarking. In 2010-2011, Tillamook Bay aligned indicators for all core themes under three objectives as part of its development of a new model for assessing mission fulfillment. The College reviewed and revised indicators in preparation for the Core Themes and Mission Fulfillment Indicators Report (2013) and refined indicators for the Community Enrichment Core Theme, but did not add or eliminate any indicators. Due to changes in Oregon, other factors impacting community education, and their effects on institutional plans, TBCC will consider revising or potentially eliminating this core theme when it evaluates its mission, core themes, and related structures in 2014-2015.

### ***Rationale for Indicators***

Most of the indicators for the Community Enrichment Core Theme were new measures at TBCC in 2010. Although TBCC believes they are all assessable and capable of providing measurement of community participation and satisfaction, it has taken longer to establish targets (benchmarks) for these indicators than for indicators for other core themes. In turn, that has created limitations in analysis of achievement of objectives for the Community Enrichment Core Theme. Longitudinal data for number of non-credit courses offered and enrollment (FTE) in non-credit courses is readily available and meaningful for analysis of TBCC's institutional shift in emphasis from community education to credit instruction since 2003. Enrollment in a subsequent non-credit course was also a new indicator in 2010 to assess TBCC's ability to address community interests and support lifelong learning. Repeat enrollments also reflect student satisfaction with offerings and indirectly address the Achievement objective. The regional market penetration rate is a longstanding TBCC measure of institutional effectiveness. Finally, requested courses offered reflect expectations of the community for College offerings in community education and TBCC's response. Now that at least three years of data is available for all Community Enrichment Core Theme indicators and student evaluations of community education offerings at TBCC are being consistently collected for courses offered directly by TBCC, the College is in a position to re-evaluate the current indicators for meaningfulness and consider the addition of other indicators. However, given changes regarding community education in Oregon and TBCC's planning, the College also needs to consider revision or elimination of this core theme in the future.

**Evidence for Standard 1.B**

- S1.1 Mission, Vision, Themes, and Objectives 2013
- S1.3 Fall 2012 Schedule of Classes
- S3B.1 Core Themes and Mission Fulfillment Indicators Report (2013)
- S3B.2 Core Themes Indicators Report (2011)
- S3B.3 Institutional Goals and Core Themes Indicators Report (2010)

**Summary of Chapter One**

“Tillamook Bay Community College provides access to quality education in response to the needs of our community.” This mission, approved by TBCC’s Board of Education, articulates the College’s central purpose as an educational institution. The mission not only gives direction for TBCC’s efforts, but also derives from the community and is generally understood by the community. The College has identified four core themes that individually manifest essential elements of TBCC’s mission and collectively encompass the College’s mission: Collegiate and General Education, Workforce Development, Developmental Education, and Community Enrichment. The areas of lower division collegiate, career and technical, pre-college, and community education were natural choices as core themes for a comprehensive community college. Objectives in three areas (Progress, Completion, and Achievement) have been identified for each core theme. Accomplishment of each objective for each core theme is evaluated by at least one indicator of achievement that is meaningful, assessable, and verifiable. Tillamook Bay defines mission fulfillment in the context of its purpose, characteristics, and expectations. That definition encompasses both TBCC’s core themes and broader aspects of the mission in five areas of accomplishment: (1) Progress, (2) Completion, (3) Achievement, (4) Access, and (5) Equity. The College defines an acceptable threshold of mission fulfillment in each area based on achievement of specific measurable indicators for each area. Indicators for core theme objectives and mission fulfillment inform continuous improvement at TBCC.

The College uses analysis of indicator results to support continuous improvement of programs and services. Many of the indicators for the Collegiate and General Education Core Theme and Workforce Development Core Theme’s objectives for Progress and Completion are long-standing effectiveness measures for TBCC and/or accountability measures shared with other Oregon community colleges. Achievement objectives for those core themes align with assessment of student learning outcomes at the course, program, and institutional (degree) levels. Developmental Education Core Theme indicators include a combination of long-standing

effectiveness measures for TBCC, measures currently used to appraise performance of community college programs in Oregon, and measures similar to those proposed as outcomes for colleges in future; while most indicators for Community Enrichment Core Theme objectives, and those for the mission fulfillment areas of Access and Equity, are more recently adopted (*ca.* 2010-2011) measures for TBCC and less shared with other community colleges in Oregon.

After TBCC completed an Institutional Goals and Core Themes Indicators Report (2010) and hosted a NWCCU evaluative visit in spring 2010, Tillamook Bay aligned its core theme indicators under three objective areas and revised its model for evaluating mission fulfillment. The Core Themes Indicators Report (2011) reflected the new alignment of core theme indicators and TBCC's next Comprehensive Interim Candidacy Self Evaluation Report (Spring 2011) included the new articulation of mission fulfillment. Since then, the College has focused on the refinement of indicators and collection of data for assessment of core theme objectives and mission fulfillment. Tillamook Bay now has at least three years' worth of data regarding assessment of all core theme and mission fulfillment indicators of achievement. In the past two years, Achievement Compacts have been established for Oregon community colleges, TBCC has become an Achieving the Dream school, and an outcomes-based funding formula has been proposed for community colleges. Each of these developments involves metrics that will be significant for TBCC in the near future. The College is now in a position to re-examine its mission, core themes, objectives, definition of mission fulfillment, and achievement indicators after the current self-evaluation cycle concludes.

## Chapter Two: Resources and Capacity

### Executive Summary of Eligibility Requirements 4 through 21

Tillamook Bay Community College's review of resources and capacities in Chapter Two demonstrates that the College meets Eligibility Requirements 4 through 21. The entire chapter, but particularly the *Governance (2.A)* section, shows that programs and services are predominantly concerned with higher education; the College has sufficient organizational and operational independence to be held accountable and responsible for meeting NWCCU's standards and eligibility requirements (ER 4 Operational Focus and Independence). The institution is governed and administered in a nondiscriminatory manner as illustrated in the *Policies and Procedures* sub-section of *Governance (2.A)* (ER 5 Non-Discrimination). Tillamook Bay establishes and adheres to ethical standards in all of its operations and relationships as demonstrated in the *Institutional Integrity* sub-section of the *Governance (2.A)* section (ER 6 Institutional Integrity). The College has a publically-elected, seven-member, and non-paid Board of Education responsible for the quality and integrity of the College (ER 7 Governing Board). The *Governing Board* sub-section of *Governance (2.A)* describes its functions and operations. The Board of Education appoints the College President whose full-time responsibility is to the institution and who is not a member of the Board (ER 8 Chief Executive Officer). In addition to the College President, the institution TBCC employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes (ER 9 Administration). The *Leadership and Management* sub-section of the *Governance (2.A)* section describes the College's Leadership Team. Consistent with its mission and core themes, Tillamook Bay employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered (ER 10 Faculty) as illustrated in the *Faculty* sub-section of the *Human Resources (2.B)* section.

The College provides educational programs with appropriate content and rigor consistent with TBCC's mission and core themes that culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees with degree designation consistent with program content in recognized fields of study (ER 11 Educational Program). The *Educational Resources (2.C)* section describes aspects of TBCC's educational programs, learning outcomes, and degrees. Tillamook Bay's academic and transfer associate degree programs require a

substantial and coherent component of general education; all other associate degree programs and certificates of 45 quarter credits or more contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes (ER 12 General Education and Related Instruction). This is illustrated in the *Undergraduate Program* subsection of the *Educational Resources (2.C)* section. Consistent with its mission and core themes, TBCC maintains and provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services (ER 13 Library and Information Resources) as elaborated on in the *Library and Information Resources (2.E)* section. Tillamook Bay also provides the physical and technological infrastructure necessary to achieve its mission and core themes (ER 14 Physical and Technical Infrastructure) as illustrated in the *Physical and Technical Infrastructure (2.G)* section; and maintains an atmosphere in which intellectual freedom and independence exist (ER 15 Academic Freedom) as elaborated in the sub-section on *Academic Freedom* in the *Governance (2.A)* section.

Tillamook Bay publishes its student admission policy, which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices (ER 16 Admissions) as illustrated in the subsection on *Students* in the *Governance (2.A)* section. The College publishes current and accurate information regarding a variety of items and practices (ER 17 Public Information) as described in the *Catalog* sub-section of the *Student Resources (2.D)* section.

The College demonstrates financial stability with sufficient cash flow and reserves to support its programs and services; financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability (ER 18 Financial Resources). These elements are discussed in the *Financial Stability, Resource Planning, and Policies* subsection of the *Financial Resources (2.F)* section. Tillamook Bay undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards; results from the audit are considered in a timely, appropriate, and comprehensive manner by the administration and governing board (ER 19 Financial Accountability) as illustrated in the *External Audit* sub-section of the *Financial Resources (2.F)* section.

Tillamook Bay accurately discloses to NWCCU all information the Commission may require to carry out its evaluation and accreditation functions (ER 20 Disclosure) as documented in the *Institutional Integrity* sub-section of the *Governance (2.A)* section. Finally, TBCC accepts the standards and related policies of the Commission and agrees to comply with these standards

and policies, and agrees that the Commission may make known the nature of any action regarding the College's status with NWCCU to any agency or members of the public requesting such information (ER 21 Relationship with the Accreditation Commission) as stated in the *Institutional Integrity* sub-section of the *Governance (2.A)* section.

## **Governance (2.A)**

Tillamook Bay Community College demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities for all of its staff and faculty. Processes are in place to make decisions in the best interest of the College. These processes include staff, faculty, the Board of Education, administration, and, when appropriate, students. Tillamook Bay has a governing board whose members do not have a conflict or financial interest in the institution and an effective system of leadership staffed by qualified administrators who engage in processes to manage and assess the institution's achievements and effectiveness. The College has policies and procedures that clearly define areas of governance, leadership and management, academics, student roles and responsibilities, human resources, institutional integrity, academic freedom, and finance. All of these areas are routinely reviewed and communicated to the community and interested parties in a variety of methods to ensure wide understanding. The established policies and communication of these policies are in alignment with the College's mission statement and core themes.

### **System of Governance**

The College's effective, widely understood, and capable single-unit governance system is based on clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. For example, when changes were last proposed to the Student Rights and Responsibilities document (Policy 500) input was solicited from student groups; input from students, faculty, and staff discussed at College Council and revisions made; then a final version discussed and approved by the Board of Education. A Governance and Leadership document illustrating these relations is posted on the TBCC website. Tillamook Bay's Policy Manual and Administrative Rules clearly define authority, roles, and responsibilities. The Board of Education and College Council periodically reviews policies and rules and revises them as needed. A complete review of policies and reviews was last conducted in 2012-2013. Minutes from Board of Education and College Council meetings reflect this.

Tillamook Bay continually monitors its compliance with NWCCU's standards and accreditation. The Chief Academic Officer as the Accreditation Liaison Officer is responsible for monitoring compliance with the Commission's Standards for Accreditation and responding appropriately to legislative actions and other mandates. Self-Evaluation Reports for NWCCU reflect compliance with the Commission's Standards for Accreditation.

### **Governing Board**

Tillamook Bay has a functioning Board of Education consisting of seven members duly elected by a vote of the community. Board members have no contractual, employment, or financial interest in the College. Policy Series 100, Board, articulates requirements for board membership and other board regulations. Article 100.3 details the organization of the Board of Education and Article 100.6 establishes the responsibilities and authority of members.

The Board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the Board of Education as a whole. Policy Article 100.5.F.1 defines committee rights and Article 100.6 establishes that "any duty imposed upon the Board as a body shall be performed at a regular or special meeting and shall be made a matter of record."

The TBCC Board of Education establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation. The TBCC Policy Manual defines this role. Article 100.2, Board Duties and Responsibilities, specifies that "The Board of Education shall be responsible for the general oversight and control of the community college....Enact policies for the governance of Tillamook Bay Community College, including professional personnel and other employees and students therein..." Starting in 2012-2013, Board meeting agendas include monthly programs on institutional program or partner highlights and periodic workshops with local school district boards. In 2013-2014, there will be at least one such workshop with each county school district's board.

The Board of Education selects and regularly evaluates a College President who is accountable for the operation of the institution. First among the Board's duties and responsibilities is to "select and appoint the College President" (Article 100.2.1). Article 100.5.C.1 specifies that "The President is appointed by the Board as its Executive and shall implement the policies of the Board regarding the operation of the College." In Article 301, Management Rights of the Board, "The Board of Education reserves the right to delegate its authority...to the College

President where appropriate.” Finally, Article 309.7 specifies that “The performance appraisal of the College President is under the direction of the Board of Education.”

The Board annually evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner. Article 100.2.23 specifies that “Annually, the Board of Education will do a Board Self-Evaluation to review its effectiveness as a governing board.” This is illustrated in Board of Education Minutes and the Board of Education Self Evaluation Form. Each winter Board members complete a self-evaluation survey. The survey results become part of the Board minutes and are discussed, and then results and analysis are used to guide activities in the future. One perennial discussion point is the extent to which members are and should be involved in policy development, review, and revision. This discussion heightens the awareness of Board members regarding institutional policies.

### **Leadership and Management**

Tillamook Bay has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. The College management is vested in a Leadership Team composed of the College President; Chief Academic Officer; Director of Student Services; Director of Information Technology; Comptroller/Budget Manager; and Director of Facilities, Safety, and Human Resources. The Leadership Team meets bi-weekly, or as needed, to plan, organize, and manage the affairs of the College as well as assess its achievements and effectiveness.

The College employs an appropriately qualified College President, Dr. Connie Green, with full-time responsibility to the institution. Presidential responsibilities are detailed in the President’s position description and the Policy Manual. President Green has a Ph.D. in Education, Policy, and Planning from the University of Oregon and has worked in higher education for over thirty-five years as a community college administrator and policy advisor. The College President serves as Clerk of the Board (Policy Article 100.4), but no employee of the College may take a seat on the Board (Policy Article 105.1).

The College President; Chief Academic Officer; Director of Student Services; Director of Information Technology; Comptroller/Budget Manager; and Director of Facilities, Safety, and Human Resources serve as a Leadership Team and provide effective leadership and management for TBCC’s major support and operational functions. They work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and

accomplishment of its core theme objectives. Position Inventories define roles and responsibilities of the Leadership Team.

## **Policies and Procedures**

### ***Academics***

Academic policies are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas. This is done through the Policy Manual, Administrative Rules, TBCC Catalog, and Student Handbook. Policies and Administrative Rules include those related to teaching, service, scholarship, research, and artistic creation. Academic policies are found primarily in Policy Series 400, Instruction, and Series 500, Students, as well as Administrative Rules Series D and E. Policies and Administrative Rules are under periodic review by departments, the Board of Education, and College Council to ensure accuracy and relevance.

Tillamook Bay policies regarding access to and use of library and information resources are documented, published, and enforced. Policy 211, Acceptable Use of Computing Resources, and Administrative Rule D022, Library and/or Learning Resource Centers, regulate the use of library and information services regardless of format, location, and delivery method.

The TBCC Catalog effectively and clearly states transfer-of-credit policies regarding transfer from other institutions, transfer students, and non-traditional transfer. Administrative Rule D032, Granting of Credit, includes policies on transferring TBCC credits, transferring credits to TBCC, dual credit, and non-traditional credit. Policies maintain the integrity of programs while facilitating efficient mobility of students between institutions in completing their educational programs. Although policies are clearly stated and published in the Catalog (print and web), TBCC should consider if information in the Catalog needs more emphasis and/or these policies should be referred to in the Schedule of Classes and more on the website to increase their visibility to students. This discussion fits into a broader conversation on how TBCC uses its Catalog, Schedule, and website to communicate information to students that is currently underway.

### ***Students***

Students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities, are clearly stated, readily available, and administered in a fair and consistent manner. Policy Article 500, Student Rights and

Responsibilities, is the College's primary policy and each TBCC Catalog includes the complete policy. Information is also available on the college website, in the Schedule of Classes, and the Student Handbook.

Tillamook Bay adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with TBCC's expectations. Its policies regarding continuation in and termination from its educational programs are clearly defined, widely published, and administered in a fair and timely manner. Practices are described in the TBCC Catalog and policies defined in Administrative Rules. The TBCC Catalog 2012-2013 sections on "Enrolling at TBCC" and "Academic Regulations" as well as Administrative Rule D012, Enrollment Policy, offer specifics. The Catalog also articulates expectations for academic progress and the process for student appeals based upon Administrative Rule D002, TBCC Standards for Student Academic Progress. Practices and corresponding rules are reviewed regularly and revised as needed by the TBCC community.

The College maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities. Most practices derive from Policy Article 500, Student Rights and Responsibilities, and are supported by other policies and administrative rules, such as Administrative Rule B009, Student Publications Committee.

### ***Human Resources***

Tillamook Bay maintains and publishes its human resources policies and procedures primarily in the Policy Manual, Policy Series 300, Personnel, and Policy Series 400, Instruction. These policies establish procedures regarding hiring, compensation, conduct, work responsibilities, conditions of employment, evaluation procedures, retention, promotion, termination, and grievance. There is periodic review of all policies and any associated administrative rules every 2-3 years and *ad hoc* attention if issues arise.

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination in the employee orientation. They are also made aware of the Policy Manual and how to access the document on the TBCC website.

Personnel records are appropriately stored and locked for confidentiality as mandated by state law. The Director of Facilities, Safety, and Human Resources is the custodian of TBCC's personnel records. Files are maintained in locked fireproof file cabinets. Electronic records are stored within TBCC's enterprise software (Jenzabar), although currently this is largely assignments, workload, and payroll information. Work continues to utilize the Human Resources module within Jenzabar more efficiently and effectively.

### ***Institutional Integrity***

Tillamook Bay represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The TBCC Catalog is reviewed, published annually, and is the primary means of communicating academic intentions and programs. The Schedule of Classes, reviewed and published quarterly, is the most widely distributed source of information on courses and services. Previous schedules outlined course plans for a "Two-Year Degree Guarantee" for students. The College is currently considering how best to communicate that its academic programs can be completed in a timely fashion. The Schedule of Classes is mailed to every address in Tillamook County, effectively communicating the academic intentions of the College to the public as well as to students. In addition, the College website provides access to the Catalog and the Schedule of Classes as well as information on other aspects of TBCC's mission, programs, and services.

The College has written policies and rules to insure that its interactions, both internal and external, are fair and equitable. Standards of conduct delineated in Policy 316 (Standards of Conduct, Infractions, Employee Terminations) call for respect, honesty, fairness, and a "pervasive sense of integrity and promise-keeping" for all employees when serving the educational needs of the community. Policies 205 and 206 dictate high standards in public relations and representation of the College. The degrees, programs, and services offered by the College are accurately and consistently represented by the Catalog, the Schedule of Classes, and the TBCC website.

Tillamook Bay adheres to clearly defined policies that prohibit conflict of interest on the part of members of the governing board, administration, faculty, and staff. Policy 105, Board Conflict of Interest, Policy 316.3, Conflict of Interest, and Policy 401.1, Faculty Conflict of Interest, are the primary vehicles for these provisions.

Policies 208, Research and Publications by Staff, and Administrative Rule B006, Intellectual Property, are the primary evidence of TBCC's maintaining clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and

production of intellectual property. Policy 208 was revised and Administrative Rule B006 was rewritten in spring 2013 to establish specific intellectual property provisions after much discussion among faculty and review by the Leadership Team, College Council, and Board of Education.

The College accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. During the accreditation process, the College has remained vigilant regarding publicizing its accreditation status in its Catalog, Schedule of Classes, and website. The current statement reads:

Tillamook Bay Community College (TBCC) delivers college credit instruction, certificates, and degrees through its contract with Portland Community College (PCC). Portland Community College is accredited through the Northwest Commission on Colleges and Universities (NWCCU). Credits, certificates, and degrees earned at TBCC appear on PCC transcripts and are transferable to four-year institutions subject to the specific policies of those institutions.

Tillamook Bay Community College has been granted Candidate for Accreditation status by NWCCU. Candidacy for Accreditation is a status of affiliation with NWCCU which indicates that the institution has achieved initial recognition and is progressing toward accreditation. Candidacy is not accreditation nor does it ensure eventual accreditation.

The TBCC Catalog 2013-1014 presented a challenge in that the coming accreditation visit may impact TBCC's accreditation status during the academic year and could impact student choices. For student clarity and success, the College chose to state in the Catalog forward that "In early 2014 the NWCCU will take action on TBCC's request to be accredited and TBCC anticipates becoming independently accredited at that time. Until TBCC achieves independent accreditation it will continue to be accredited through Portland Community College (PCC)." After the complete accreditation statement (page 7), TBCC added the following statement:

Pending final approval by NWCCU, starting in Spring Term 2014 TBCC will be independently accredited and no longer affiliated with PCC. This catalog reflects the assumption that TBCC credit students will be subject to TBCC/PCC regulations until that time and TBCC regulations from Spring Term 2014 forward.

The TBCC Leadership Team members review contracts with external entities in their areas of operation. Contractual agreements for products or services performed on TBCC's behalf contain provisions to maintain the College's integrity. The contracts also must be consistent

with TBCC's mission and vision as well as the standards for accreditation. Any concerns about compliance with NWCCU's standards are shared with the Accreditation Liaison Officer who is charged with institutional oversight of accreditation compliance.

### ***Academic Freedom***

Tillamook Bay publishes and adheres to Board-approved policies regarding academic freedom and responsibility. The primary references are Policy Manual Article 404, Academic and Personal Freedom, and Article 500, Student Rights and Responsibilities. These policies protect TBCC's constituencies from inappropriate internal and external influences, pressures, and harassment. Policy 404, Academic and Personal Freedom, is TBCC's primary policy regarding academic freedom and faculty responsibilities. The policy establishes that the common good depends upon the free search for truth and its free expression. Instructors are entitled to freedom in their presentation and discussion of subject matter within the confines of the course guidelines. Students are also entitled to "freedom in learning." Policy 500 deals with student rights regarding freedom from harassment and discrimination, freedom of expression, and protection from improper academic evaluation and improper disclosure of the students' views, beliefs, and associations.

Instructors may speak or write without censorship or discipline from the College. They are expected to state, however, when they are speaking as individuals and not as representatives of the College. In the classroom, instructors present theories and knowledge fairly, accurately, and objectively to preserve the students' rights to factual information and independent thought.

Article 404, Academic and Personal Freedom, confirms that instructors have the full rights of citizenship and may speak or write as citizens without censorship or discipline from the College. Article 500, Student Rights and Responsibilities, includes assurance of students' rights to freedom of expression.

### ***Finance***

Tillamook Bay has clearly defined board-approved policies regarding oversight and management of TBCC's financial resources. The Leadership Team provides oversight and management of financial operations. Board policies address financial planning, reserves, investments, fundraising, cash management, and debt management. Board of Education minutes show that the Board is kept aware of TBCC's finances at each Board meeting and

apprised of any concerns that may arise. In addition, the public is informed about overall operations of the College through publication of the adopted budget on the College website.

### **Governance Conclusion**

Governance is represented in the College's Board Policies and Administrative Rules. Policies and rules direct the governing board, leadership and management, and policies and procedures for academics, students, human resources, institutional integrity, academic freedom, and finance. Internal systems clearly define the roles and responsibilities of staff, students, faculty, and administration.

### **Evidence for Standard 2.A**

- S1.1 Mission, Vision, Themes, and Objectives 2013
- S1.2 TBCC Catalog, 2012-2013
- S1.3 Fall 2012 Schedule of Classes
- S2A.1 Policy Manual
- S2A.2 Board of Education Minutes
- S2A.3 Articles of Incorporation and Bylaws
- S2A.4 Administrative Rules
- S2A.5 Board and Committee Membership
- S2A.6 Administrative Position Descriptions
- S2A.7 Salary Data for Administration and Staff
- S2A.8 Transfer of Credit Policies
- S2A.9 Policy on Student Rights and Responsibilities
- S2A.10 Samples of Print and Electronic Promotional Materials
- S2A.11 Codes of Conduct Statements
- S2A.12 Policies on Fair Treatment
- S2A.13 Policies on Conflict of Interest
- S2A.14 Contracts with Other Institutions
- S2A.15 Policies on Academic Freedom
- S2A.16 Required Institutional Disclosures
- S2A.17 Board Self-Evaluation Form
- S2A.18 College Council Minutes
- S2A.19 Governance and Leadership Document
- S2D.1 Student Handbook
- S5.3 TBCC Self Evaluation Report 2011

S5.4 TBCC Self Study Report 2010

S5.5 TBCC Self Study Report 2008

## **Human Resources (2.B)**

Tillamook Bay Community College attracts and hires in accordance with Board policy and retains sufficient, qualified employees in all areas of operations. By doing so, TBCC strives to meet the needs of students and the community which are consistent with its mission and core themes. Annual evaluation of all faculty, staff, and administrators ensures a continued high level of performance in alignment with individual job descriptions. When determined, the appropriate personnel work with employees to address and resolve issues of concern related to performance. Opportunities and resources for professional development are available and dispersed in accordance with Board policy.

### **Personnel**

The College currently employs approximately 33 full and part-time staff (and 40 full- and part-time faculty). The staff is qualified to provide and maintain College support and operations functions. This ensures the delivery of quality education in a welcoming environment. Staff is hired according to guidelines and procedures set forth in Board Policy 300. Position openings are posted on the College website and through appropriate media depending on the position. Included with each posting is the Position Inventory stating required and preferred qualifications as well as the specific duties and responsibilities of the position. Position Inventories are reviewed annually, as part of the employee evaluation process, therefore keeping current with roles and responsibilities for each job.

Anticipating the need of additional future staff, resources are budgeted to address these needs as they arise. Ongoing assessment and monitoring of changing requirements and mandates will help the College to maximize its resources to meet those staffing needs. Recent results of this tracking have been the re-assigning of responsibilities to create an additional Career Education Advisor and the hiring of a second Financial Aid Advisor as well as hiring a second grant-funded Career Coach.

Administrators and staff participate in an annual evaluation process facilitated by their supervisor or the Board of Education in accordance with Board Policy 309. Currently, a self-evaluation process is used. This allows staff to identify personal strong points and areas they wish to increase levels of effectiveness and competence. Employees provide input for ways

they may achieve these goals. This also allows staff the opportunity to annually update respective job descriptions to accurately reflect any changes in responsibilities. Upon completion of the self-evaluation, employees meet with their supervisor to review, respond, and address any concerns. New employees and employees who have been promoted or given a change of assignment are evaluated after six months and annually thereafter.

The College recognizes the need and importance of having highly qualified employees in order to deliver quality education. Tillamook Bay encourages and supports the continuing professional development of staff, faculty, and administrators. The College provides opportunity and funding for this to occur, ranging from tuition waivers for on-campus classes to financial support for upper level classes, conferences, and trainings, as well as bringing trainers and presenters to the College. Board Policies 311 and 407 provide the framework, process and optimum timeline for staff and faculty to apply for available funds for professional development.

## **Faculty**

Currently, with eight regular and 30-40 adjunct faculty members, TBCC is able to offer programs and courses providing students opportunities to earn a variety of degrees and certifications. Appropriately-qualified faculty are employed to achieve educational objectives, establish and oversee academic policies, and assure the integrity and continuity of academic programs. The College has access to a number of community members qualified to serve as instructors. In some instances, some of the adjunct faculty have commitments to their primary employer which creates constraints on how classes may be scheduled. Distance and travel time can also be an issue. The development of TBCC facilities in the three school districts within Tillamook County as well as hybrid and online classes make it possible for community members to teach closer to home as well as online or partially online.

Contracted faculty members teach English/writing, math, science, business administration, computer applications, social sciences, industrial technology, and developmental education. Highly qualified adjuncts, many of whom teach term-after-term and year-after-year, help to cover courses in the arts and sciences: writing/English, math, geology, art, psychology, physical science, and communication. These adjuncts contribute to instructional stability, curriculum development, and College governance more than might be suggested by a look at the full-time/part-time ratio. Instructor qualifications call for instructors teaching lower division collegiate courses to have a Master's Degree in the subject or a related Master's Degree with thirty quarter graduate credits in the subject; career and technical education faculty to have a combination of minimum education and work experience for the specific areas of instruction;

non-credit developmental education instructors to hold at least a bachelor's degree; and non-credit continuing and community education instructors to have content expertise, experience with the subject matter, and/or prior teaching experience.

Tillamook Bay faculty members are employed on a full-time, part-time, or adjunct basis. Full-time faculty members are scheduled for a 180-day calendar as specified in the Faculty Employment Agreement. Workloads and responsibilities are in accordance with Board Policy 405 and proportionate to the status of employment. Policy 405 also defines the components of a full-time teaching load. The responsibilities and workloads of TBCC faculty are commensurate with the College's expectations for teaching, service, and scholarship.

Contracted Faculty, along with the Chief Academic Officer and Librarian, compose the College's Curriculum Committee that makes decisions regarding changes or additions to the current curriculum. It meets once a month from September through June. A Faculty Senate, comprised of contracted and current adjunct instructors, offers the main forum for keeping abreast of relevant College matters and communicating with other instructors. It provides an opportunity for full-time and adjunct faculty to compare instructional experiences and discuss classroom issues. The Senate meets once a month during the school year or on an as-needed basis. Tillamook Bay's faculty members also stay in contact with instructors in their respective disciplines at other colleges.

Records verify that full-time faculty are evaluated on a regular basis in keeping with Board Policy 406 and using a variety of metrics to gather input. Contracted faculty receive annual performance appraisals based on the duties and responsibilities outlined in the instructor's position inventory, administrator evaluations, student evaluations, peer evaluations, and self-evaluations. Student evaluations are collected from every course taught. Administrative evaluations, peer evaluations, and self-evaluations occur over a three-year cycle and primary data is placed in the instructor's personnel file. Policy 406 was updated in spring 2013 to add public service to the faculty self-evaluation, provide written provision to address concerns arising between annual evaluations, and ensure that there is administrative access to all primary evaluation data. Personnel files are maintained in the office of the Director of Facilities, Safety, and Human Resources. Based on the outcome of the evaluation, instructors receive a letter of intent to rehire, not rehire, or notification of being placed on a probationary period as a result of unsatisfactory performance. Board Policy 406.3 prescribes the process for an instructor placed on probation.

Board Policy 406.7 indicates that adjuncts are evaluated by students and through classroom observation, but TBCC is still working to institutionalize the regular, systematic evaluation of

adjunct faculty. Student evaluations are conducted every term and reviewed by the adjunct and Chief Academic Officer. In general, adjuncts are subject to classroom observation evaluation within two terms of beginning and at least once every five years thereafter. The Chief Academic Officer is developing a formal schedule for evaluation of new and returning adjuncts. Peer evaluations (classroom observations) were also piloted in spring 2013 with contracted faculty observing adjunct faculty.

### **Human Resources Conclusion**

The recent addition of support staff in the areas of Student Services and the CASE Grant allows TBCC to better serve students and increase community outreach and partnering opportunities. Tillamook Bay administration, faculty, and staff are proactive in efforts to address the changes taking place in community college education. Many are participating in conversations, programs, and trainings to optimize all available resources, as well as generate new resources, to deliver quality education to every member of TBCC's college community.

### **Evidence for Standard 2.B**

- S2B.1 Organizational Chart
- S2B.2 Faculty and Administration Characteristics
- S2B.3 Institutional Faculty Profile
- S2B.4 Terminal Degrees of Faculty
- S2B.5 Policies on Evaluation of Faculty
- S2B.6 Impact of Faculty Scholarship
- S2B.7 Artistic Creation, Scholarly Activity, and Research
- S2B.8 Faculty in Non-Credit Programs
- S2B.9 Policies Governing Part-Time Faculty
- S2B.10 Summary Reports of Student Evaluations
- S2B.11 Faculty Involvement with Public/Community Services
- S2B.12 Policies Regarding Faculty Scholarship, Artistic Creation, and Research Activity

### **Education Resources (2.C)**

Tillamook Bay provides programs that are appropriate in rigor and consistent with its mission. The College identifies and publishes expected course, program, and institutional (degree) outcomes, and its credits and degrees are based on student achievement and generally reflect norms or equivalencies in higher education. Degree programs are deliberately designed, and all

admission and graduation requirements are widely published and accessible. The College engages representatives of k-12 education, local business and industry, and community agencies and organizations in program development, evaluation, and improvement in a variety of ways. The Industrial Maintenance Technology Consortium, Career and College Ready (C2R) project with Tillamook High School, new model for career and technical education based on C2R academies, and Agriculture/Natural Resources Community Members group are prime examples. Faculty continue to have a major role in program design and delivery and work closely with library and information resource personnel. Credit for prior learning is guided by approved policies, and TBCC provides safeguards in ensuring the acceptance of transfer credits by the receiving institution.

Transfer associate degree programs include a general education core that represent an integration of humanities, mathematical science, and social science and the integrated course of study that helps students develop effective learning strategies and prepare them for the workplace and their wider community. The general education components are assessable, have clear learning outcomes, and include Institutional Learning Outcomes. The specific requirements of TBCC's general education core fulfill the College's mission statement to offer access to a quality education in response to community needs as is the offering of quality non-credit continuing education programs and courses.

### **Learning Outcomes**

Tillamook Bay provides programs, whenever offered and however delivered, with appropriate content and rigor that are consistent with TBCC's mission and core themes. The College's education programs culminate in achievement of clearly identified student learning outcomes. Student learning outcomes are defined for all TBCC courses, programs, and degrees. Program outcomes are published in the TBCC Catalog. Education programs lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study. This is outlined in the TBCC Catalog where requirements for transfer degrees, the Associate of General Studies, and career and technical education certificates and degrees are listed. Tillamook Bay reduced its career and technical education certificates and degrees for its 2013-2014 Catalog to better reflect actual programs of study offered at TBCC with sufficient enrollment of TBCC students.

The College identifies and publishes expected learning outcomes for its courses, programs, and degrees, and those learning outcomes are provided to enrolled students in written form. Course learning outcomes for students are part of Course Content and Outcome Guides (CCOGs) required for all credit courses. Program outcomes for general education and career

and technical programs are identified in the TBCC Catalog as are Institutional Learning Outcomes (ILOs) for degrees. Access to CCOGs and the Catalog are provided on the TBCC website. Expected course, program, and institutional (degree) learning outcomes as appropriate are also published in course syllabi which are provided to students.

## **Credit and Degrees**

All college credit and degrees at TBCC are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education. This is illustrated in the TBCC Catalog, Policy Article 402 (Credit and Other Education Classes), and Administrative Rules Series D (Instruction).

Tillamook Bay offers the following two-year degrees:

- Associate of Arts Oregon Transfer Degree (AAOT)
- Associate of Science Degree (AS)
- Associate of Science Oregon Transfer Degree in Business (ASOT-BUS)
- Associate of General Studies Degree (AGS)
- Associate of Applied Science Degree (AAS)

Tillamook Bay defines these degrees in a manner consistent with colleges throughout Oregon and nationwide. Likewise, the program content for AAS degrees and certificates of completion are also consistent with recognized fields of study (accounting, criminal justice, industrial maintenance technology, etc.). In spring 2013, TBCC eliminated a number of AAS degrees and certificates with very low enrollments and/or where the College would not be able to sustain course offerings as an independent institution. The College's Administrative Rules now specify institutional degree and certificate requirements as well as the program review process and degree/certificate elimination. In addition to its own degrees and certificates, TBCC has developed partnerships with other community colleges to provide distance learning partnership programs in healthcare. These include training for nursing, diagnostic imaging, medical laboratory technicians, and others. The partner colleges grant the degrees, but students are able to take prerequisites and general education requirements at TBCC. Offering these programs in Tillamook County would not be possible without partnership with Tillamook Regional Medical Center (formerly Tillamook County General Hospital), which is also the major partner for TBCC's Emergency Medical Services certificate and in offering non-credit health and safety courses.

Degree programs at TBCC demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. This is illustrated in the TBCC Catalog and Administrative Rules Series D, Instruction. The TBCC Board of Education determines requirements for completing two-year degrees in accordance with the Oregon State Board of Education and the Office of Degree Authorization. Each requires at least 90 credit hours, a clear sequence of coursework, including a general education component, and established competencies in writing and mathematics. The procedures for planning and approving programs comply with the standards set and governed by the Oregon State Board of Education and administered by the Oregon Department of Community Colleges and Workforce Development (CCWD).

Tillamook Bay equates 30-36 hours of student learning activity to one quarter credit. The breadth and depth of the programs match other regional schools, and the sequencing of courses is similar. Students are successful when they transition to four-year institutions, suggesting they experience a synthesis of learning at TBCC that can be carried to higher levels.

Tillamook Bay's admission and graduation requirements are clearly defined in Administrative Rules and widely published in the TBCC Catalog and on the TBCC website.

## **Faculty**

The TBCC faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of curriculum. This is done primarily through the Curriculum Committee, and curriculum development and change processes are defined in Administrative Rules Series D, Instruction. Since being established in 2004, the Curriculum Committee (comprised of all contracted faculty, the Librarian, and the Chief Academic Officer) has participated in all major curricular and academic decisions for TBCC including design, approval, and implementation of curriculum. The Chief Academic Officer presents proposals concerning curriculum to the Committee. If approved, they are submitted to College Council, the College President, and TBCC Board of Education. Tillamook Bay Administrative Rules (Series D) articulate the formal processes for additions and deletions of courses or programs. The Faculty Senate also informs faculty action in the Curriculum Committee.

The TBCC faculty also have an active role in the selection of new full-time faculty. At least one contracted faculty member serves on every screening committee for a new faculty hire and helps recommend a final candidate for the position to the College President. In addition,

faculty are involved through the Curriculum Committee and budget process in identifying new contracted faculty positions.

Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. Contracted and adjunct faculty work with the Chief Academic Officer, Librarian, and Institutional Researcher as an Assessment Group to address TBCC's student learning outcomes. The Assessment Group, comprised mostly of faculty, has identified how learning outcomes are addressed in the curriculum and established assessment activities that will directly evaluate student achievement in these areas. The evaluation procedures are used to implement ongoing improvement in the curriculum.

Faculty at TBCC with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the classroom learning process. Degree and certificate programs require integration of resources as illustrated in CCOGs and syllabi. The Assessment Group and Curriculum Committee facilitate these connections. It has also been a topic for the Faculty Senate. All of these groups include faculty and library personnel. Although faculty ensure that resources are integrated, classroom connections are not always well documented. Currently, the Assessment Group is working on assessment of the impact of library and information resources on student learning.

### **Credit for Prior Learning**

Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. This is illustrated in the TBCC Catalog and Administrative Rule D032. Currently, TBCC is participating in statewide conversations about ways to expand credit for prior experiences.

## **Transfer Credit**

Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of TBCC's degrees. Academic Rule D032, Granting of Credit, establishes TBCC policies and processes. Students are informed of policies and processes in the TBCC Catalog. In accepting transfer credit, TBCC ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level of offered credit.

Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between institutions. Tillamook Bay has ongoing efforts in forming direct articulations and degree partnerships with schools and programs to which its students most often transfer. Oregon State University is the primary example of a current partnership. More such agreements will be established in the near future.

## **Undergraduate Programs**

The general education component of undergraduate programs at TBCC demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Tillamook Bay's General Education Philosophy Statement demonstrates this. The philosophy is found in Administrative Rule D013, Associate Degree Requirements: General Education, and in the TBCC Catalog.

The philosophy states, in part, that "Tillamook Bay Community College affirms that a prime mission of the college is to aid in the development of educated citizens.... Such endeavors are a lifelong undertaking. The General Education component of associate degree programs represents a major part of the college's commitment to that process." In addition to Administrative Rule D013 (Associate Degree Requirements: General Education), Administrative Rule D009 (General Education/Related Instruction Requirements) and Administrative Rule D014 (General Education Exemption Procedure) establish policies and processes for general education. Rules for general education requirements are also stated in the TBCC Catalog.

The College's transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. All general and transfer degrees at TBCC include a minimum of sixteen quarter credits of general education distribution requirements. Degree students distribute their general education credits through

the following areas: (1) arts and letters; (2) social sciences; and (3) natural sciences, mathematics, and computer studies.

Applied undergraduate degree and certificate programs of one year or more in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Associate of Applied Science (AAS) Degree students distribute their general education credits through the following areas: (1) arts and letters (communications); (2) social sciences (human relations); and (3) natural sciences, mathematics, and computer studies (computation). Students in certificate programs of at least one year (45 quarter credits) receive at least nine credit hours of related instruction in the areas of communications, computation, and human relations.

Tillamook Bay's general education requirements help to fulfill the College's mission to offer access to quality education in response to the needs of the community. General education requirements support the core themes of collegiate and general education as well as workforce development. The TBCC Catalog articulates the general education requirements, including a statement offering the rationale (General Education Statement), and a list of criteria for the relevance of each course.

The general education components of TBCC's transfer associate degree programs have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs. General education courses, like all those at TBCC, have designated student learning outcomes on their CCOGs and are taught by appropriately qualified faculty. The general education requirements also broaden the base of coursework for individual degrees and certificates, making it more likely that the College will meet its Institutional Learning Outcomes. Tillamook Bay adopted general education outcomes that mirror statewide outcomes for the AAOT. The College is currently reviewing its general education program in light of those outcomes.

The related instruction components of applied degree and certificate programs have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Tillamook Bay has identified stand-alone courses of at least three credits or equivalent embedded instruction in the areas of communications, computation, and human relations for all of its certificates of one year or more. Learning outcomes for stand-alone courses and courses with embedded instruction are specified in CCOGs and course syllabi.

Related instruction components at TBCC are embedded within program curricula or taught in stand-alone courses, but each approach has clearly identified content and is taught or monitored by teaching faculty who are appropriately qualified in those areas. This is established in the course approval process and governed by Administrative Rule D009, General Education/Related Instruction Requirements.

### **Continuing Education and Non-Credit Programs**

Non-credit continuing education programs and other special programs are compatible with TBCC's mission and core themes. The College's continuing education and non-credit offerings are part of the core themes of developmental education, community enrichment, and non-credit workforce development and considered important aspects of TBCC's mission. Special credit programs, if they are offered, must fit within the framework of other credit offerings and are subject to the same policies and procedures as other credit courses and programs.

The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities at TBCC is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes. Administrative Rule D010, Continuing Education Units (CEU), articulates the policies and processes at TBCC regarding CEUs. The rule establishes criteria, guidelines, and an approval process for CEU courses.

Tillamook Bay maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. This is accomplished through a variety of means. When applicable, continuing education courses follow the requirements most recently approved by the accrediting agency or licensing authority. All such activity is subject to TBCC agency contracts and Administrative Rules. When TBCC develops a Continuing Education Unit (CEU) course, it is reviewed by the Chief Academic Officer then sent to the State for approval.

Special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. All academic credit offerings are subject to the same policies and practices evidenced in Administrative Rules Series D, Instruction. New offerings must be approved by the Curriculum Committee. Learning outcomes for course offerings are assessed at the course level as specified in the CCOG. At this time, there are no special credit programs at TBCC.

Faculty representing the disciplines and fields of work are involved in the planning and evaluation of the institution's continuing education and special learning activities as appropriate. This is particularly true for activities in business, industrial technology, and emergency services. However, planning and evaluation for other non-credit activities are done primarily by the Community Education Coordinator and Chief Academic Officer.

Tillamook Bay maintains records which describe the number of courses and nature of learning provided through non-credit instruction. This is done primarily through the College's information system (Jenzabar). Records maintained within Jenzabar include course number, title, description, contact hours, dates/times, and instructor. Course outlines and course evaluation results are maintained in paper files in the Office of Instruction.

### **Educational Resources Conclusion**

The College continues to design and deliver quality coursework with appropriate rigor, transferability, and following accepted norms. Faculty at TBCC collaborate across disciplines to coordinate curriculum design, approval, implementation, and revision as well as student learning outcomes assessment through the Curriculum Committee and Assessment Group. Tillamook Bay will continue to refine methods of assessment for its course, program, and Institutional Learning Outcomes (ILOs) for credit courses, including implementing more direct assessment of program outcomes. Another action task in the Academic Master Plan involves the re-organization of career and technical education programs into Career and College Academy areas with high school and industry partners. As the needs of the community and new demands at the state level continue to morph, TBCC will use its systems to address the changes quickly and has the processes in place to communicate any changes or developments to students, staff, faculty, the Board, and the wider college community.

### **Evidence for Standard 2.C**

- S1.2 TBCC Catalog, 2012-2013
- S1.3 Fall 2012 Schedule of Classes
- S1.4 TBCC Catalog 2013-2014
- S2A.1 Policy Manual
- S2A.4 Administrative Rules
- S2B.11 Faculty Involvement with Public/Community Services
- S2C.1 Inventory of Degree Programs
- S2C.2 Degrees Granted

S2C.3	Program Outcomes
S2C.4	Faculty Committees and Membership
S2C.5	Program Approval and Development
S2C.6	Faculty Curriculum Committee Records
S2C.7	Faculty Handbook
S2C.8	Grade Distribution Statistics
S2C.9	Policies Regarding Remedial Work, Credit for Prior Learning, and Awarding Credit
S2C.10	General Education Policies/Rationale
S2C.11	Off Campus Programs
S2C.12	Appraisal of Off-Campus Programs & Courses
S2C.13	Publications for Continuing Education Courses

## **Student Support Resources (2.D)**

Tillamook Bay Community College provides support to students through the ongoing efforts of Student Services personnel. Support for student success is key to the activities of admissions, registration, financial services, and advising services. Personalized and friendly atmosphere is a hallmark of TBCC's support services; maintaining this atmosphere aligns with the goals of the Strategic Enrollment Management (SEM) Plan that guides College development. The SEM Plan supports recruitment and retention efforts throughout the College. Due to the College's size, many support services are handled in a central location. The ingenuity and creativity of staff ensure that students receive quality service in the areas of learning, resources, finance, activities, advising, and records.

## **Learning Environment**

The College offers programs and services to support an effective learning environment. The majority of students at TBCC attend courses on campus and in a traditional classroom situation. Classrooms have been designed to allow the use of technology and collaborative learning, and interactive classrooms support hybrid courses and some online learning opportunities. Computer labs are open for student use when not occupied by classes. The Library and Learning Center offers information literacy instruction, staff assistance with math and writing skills, and peer tutoring. The College uses the Tillamook YMCA as its activity center and full-time students receive free YMCA membership. All facilities are handicap accessible. Student Services, comprised of admissions, registration, advising, and financial aid, is available to all students through in-person, online, mail, and telephone. The option of online registration has

increased the College's capacity to serve students. Most students add and drop courses and adjust their schedules online.

Career Education Advisors focus on academic advising. The College's two Career Coaches focus on career exploration and planning. These advisors work in tandem with the financial aid team and are frequently used by students to help them reach their educational goals. The mentoring available through advising services creates a positive learning environment for TBCC students.

The student experience begins with the admissions process. Credit students participate in mandatory New Student Orientation. The orientation focuses on a broad overview of processes and procedures while developing the "soft skills" that lead to student success such as student-to-student interaction, student and faculty relationships, and the use of student goals to guide planning. These skills are expanded upon in the College Survival and Success course (CG 100) that all first-term, first-year students are required to take. Student success skills and study skills are integrated into many of TBCC's programs, and additional support is available through academic assistance in writing and math at the Library and Learning Center.

The learning environment is enhanced by co-curricular activities and programs offered through the Associated Students of Tillamook Bay Community College (ASTBCC). The student government sponsors regular activities designed to engage and be accessible for all students including non-traditional students, part-time students, and disabled students. The group also sponsors free in-county bus services ("the Wave") for TBCC students through a partnership between the College and Tillamook County Transportation District. Phi Theta Kappa International Honor Society (PTK) also contributes to student development on campus.

As part of the institutional effectiveness goals for Student Services, existing policies and procedures, personnel assignments, and position descriptions are in place. Tillamook Bay participates in CCCSE, SENSE, Foundations of Excellence, and Achieving the Dream. Additional internal student surveys are conducted and the results are used to consistently support the learning environment for TBCC students. The results of these efforts are used to guide priorities in the Student Services area and the College as a whole. The staff in Student Services continues to build on the strength of services offered in the past and move toward a goal of increasingly superior student support in the future.

### **Student Access and Safety**

Tillamook Bay has developed appropriate policies and procedures to ensure equitable student access to programs and services. A comprehensive safety plan is part of the Administrative

Rules. The plan includes the distribution of written safety policies and the training of employees on appropriate safety procedures. In accordance with the Clery Act, crime statistics and campus security policies are published on the TBCC website and the TBCC Catalog. The TBCC website includes the location, contact information, and purpose of campus security. The annual security report is posted on the webpage with links to forms for students or employees to report incidents or accidents.

The College monitors the campus to maintain a safe and comfortable atmosphere. Key areas of the building are monitored by close-circuit camera, and assigned key cards open secure doors. First aid kits and fire extinguishers are located in accessible locations for the use of both employees and students. Automatic Electric Defibrillator (AED) units are also available on campus. First Aid, CPR, and AED training have been offered by the college free of charge to employees. Policy and Administrative Rules are followed for students attending with legal restrictions such as registered sex offenders. These students are monitored through partnerships with parole officers, caseworkers, and the Director of Student Services. Sex offender information, including TBCC's process for dealing with sex offenders and who to contact if questions arise, will appear in the 2013-2014 Catalog. The purpose of the security policies are to ensure the safety and security of TBCC students and their property. As a small, rural non-residential college, most security depends on the cooperation and support of the students, faculty, and staff.

### **Admissions and Requirements**

Tillamook Bay's mission is to serve the educational needs of its community. Numerous avenues are regularly used to recruit students from throughout Tillamook County. The College regularly publishes information and articles in the local newspaper, mails the Schedule of Classes quarterly to every postal address in Tillamook County, and runs regular media advertisements. Information distributed through print media, on the web, and in local radio spots includes registration reminders, GED and ESOL announcements, promotion of Career Pathways, and other topics. In addition, TBCC participates in local public school events and sponsors courses and programs that help transition students into degree programs.

The College uses a three-step admissions process to support student success. The first step is the application for admissions. Admissions applications for students are available at all times via the online admissions process located on the TBCC website. Paper admissions forms are also available for students who prefer this method of submitting the admissions application. The second step is the assessment of math, reading, and writing skills and the student's subsequent placement into suitable courses. Assessment may be accomplished by the

College's placement test (COMPASS); a college transcript showing successful completion of lower division credit in reading, writing, and math; or the submission of other college placement assessments such as ASSET or Accuplacer. After this process is completed, new credit students attend a New Student Orientation. New Student Orientation introduces students to basic college processes, helps them understand degree requirements, and allows students to create a first term registration plan.

First term students are required to enroll in CG 100 College Survival and Success (freshman experience) to continue the orientation process. In CG 100 (three credits), students are mentored as they create an individualized Career Education Plan. This Plan is reviewed regularly by advisors and can be updated by students at any time to better reflect their educational and career goals. Throughout the recruitment, admissions, and first term processes, students are given support in learning and meeting all the requirements related to their programs of study.

Due to small enrollment numbers, TBCC students have many opportunities to meet one-on-one with advisors and faculty. They receive accurate and timely information on all academic requirements. The TBCC Catalog publishes official information on the College's mission, its admission procedures, degree-completion requirements, student rights and responsibilities, credit course descriptions, tuition and fees, and other items relating to attending or withdrawing from the institution. The online TBCC Catalog is the official version. The College follows all State and Federal guidelines protecting the privacy of records. Tillamook Bay informs students, faculty, and staff about the confidentiality rules found in the Family Educational Rights and Privacy Act (FERPA) in a variety of ways.

### **Teach Out**

In the event of a program elimination or significant change in program requirements, the College makes every effort to support students in providing complete program opportunities. An Administrative Rule was added in spring 2013, based on TBCC practices and the Oregon Community College Handbook requirements, that articulates processes for program elimination and teach-outs. The Chief Academic Officer creates a teach-out plan for students in these situations. A time limit is set according to the program requirements, but normally ranges from two to three years. It is the goal of Instructional Services and the Curriculum Committee to provide courses needed to allow students to complete their programs with as little disturbance as possible. Teach-out plans can include independent study, guaranteed non-canceled courses, and support for distance education courses to allow a student to transfer credit needed. After

a teach-out plan has been created, Career Education Advisors help students to understand and follow the necessary steps to complete degrees and certificates.

## **Catalog**

Providing accurate and clear information to Tillamook Bay students is accomplished through the College's publications and web postings. These tools include the TBCC Catalog, the quarterly Schedule of Classes, and the TBCC website and student web portal (MyTBCC). In addition to schedules published before each of the four terms during the school year, each year TBCC publishes a college catalog that provides in-depth information regarding policies, procedures, and programs of study. The TBCC Catalog includes descriptions for all courses offered at the College at the time of publication.

Tillamook Bay's Catalog contains a description of its mission and core themes of Collegiate and General Education, Workforce Development, Developmental Education, and Community Enrichment as well as the admissions requirements and procedures. These include steps for filling out an application, applying for financial aid, and assessing student skill levels with the COMPASS placement test.

The TBCC Catalog 2012-2013 provides detailed information about programs of study and courses offered. This includes degree completion requirements, expected learning outcomes, and required course sequences.

Tillamook's Catalog outlines Academic Regulations that students are subject to. This information includes the following:

- Academic Integrity
- Permissible Student Load
- Attendance
- Standards for Student Academic Progress
- Grade Guidelines
- Transcripts
- Withholding Transcripts
- Graduation
- Honors
- Dual Credit
- Non-Traditional Credit

In addition, the Catalog details Students' Rights and Responsibilities while they are attending TBCC. The Catalog lists the titles of full and part-time staff, as well as the degrees earned by the administrative staff and faculty (including adjunct faculty). Tuition and fees for Tillamook Bay are listed as well as information on refunds. The Catalog includes a year-long academic calendar that lists important dates and holidays. This information is also posted on MyTBCC.

Tillamook Bay uses "road maps" of career pathways to give students information on the employment opportunities tied to Associate of Applied Science degrees and certificates. These road maps are published as part of the TBCC Catalog and are updated annually to reflect common employment opportunities based on a student's level of certification. This data is based on information provided by the Oregon Department of Labor. Degree and certificate outcomes are articulated for each degree and published in the TBCC Catalog and on the TBCC website.

### **Student Records**

Student Services at TBCC follows the guidelines published in the FERPA regulations (CFR 34 Part 99). Guidelines for the collection, retention, storage, release, or disposal of any part of a student record is written into the Student Services Office Procedures. This information is also contained in Administrative Rule B016, College Records (related to Policy 216), Administrative Rule E004, Personal Record Information, and Administrative Rule E005, Release of Student Information. To release a student's individual information, the student is required to produce a photo ID to be verified by the Student Services staff. At that point, Student Services may release user ID, password, schedules, and other information requested.

Before student information can be discussed with anyone other than the student, TBCC requires a signed Release of Information form signed by the student naming the person or entity that information can be released to, the reason for the release of information, and the records to be released. A student's parents will need to have this release signed as well as other individuals or agencies. These documents are noted in Jenzabar along with the expiration date of any permission granted. A hard copy is scanned and the scanned file is stored in a secure database with restricted access. While the document is in the scanning process, it is stored in locked storage until it is shredded.

### ***Data Security***

All of the servers/systems are protected by a firewall. Access is granted to individual programs/areas by belonging to groups with permissions administered through the IT

department. Hardcopy files are stored two ways. The archived copies are housed in locked fireproof file cabinets in an area inaccessible by students located behind two sets of locked doors after business hours. Current files are in locked file cabinets in Student Services personnel offices that are also locked after business hours. Any documents that are beyond the mandated storage dates and any miscellaneous files with personal information are shredded and recycled.

### ***Data Storage***

Tillamook Bay's multiple servers are backed up every evening. Copies are made for redundancy. A disaster recovery disk is stored off-site in a safety deposit box and updated quarterly. Hardcopy files are maintained on-site in secured cabinets in locked areas. Selected student files are scanned into Docuware and the originals shredded. Both Enrollment Services and Financial Aid are set up for scanning with availability to other departments in the future.

### ***Data Retrieval/Retention***

Documents, both electronic and paper, are retained by TBCC as per guidelines published by the State or Federal governing agency covering the records involved. For example, Financial Aid Title IV documents are controlled by HEA as amended (34 CFR 668.24). Students may retrieve personal information stored in our system by showing a picture ID at the Student Services window. If it is a large request, it may require up to three days before it is available. Requests from people other than the student will require a Release of Information form to be signed by the student. Agencies or individuals that are involved in related educational areas are able to access student information without having a signed release.

### **Financial Aid**

Tillamook Bay provides financial aid services in accordance with the US Department of Education's guidelines for accountability. Information regarding the types of financial aid assistance that is available to prospective and enrolled students is published in the Catalog, Schedule of Classes, and on the College's website.

Due to the College's prior contract with Portland Community College, TBCC currently has no institutional loan default rate. Portland Community College's default rate is 20.2%. The TBCC Financial Aid department has developed an extensive Default Prevention Plan that follows the US Department of Education guidelines and is currently implementing this plan to decrease TBCC's loan default rate in the future. Students receiving financial assistance are informed of

repayment obligations through required student loan entrance and exit counseling, information located on the financial aid website, and financial aid workshops.

### **Academic Advising**

Tillamook Bay designs, maintains, and evaluates the effectiveness of academic advisement on a regular basis. The College's advising services are evaluated after surveys and information is collected, namely the CSSE, SENSE, and TBCC student surveys. Advising is a reoccurring agenda item within the Strategic Enrollment Management Committee, and academic advising implements changes to better fit the needs of the students. Evidence of change is the recent decision to require mandatory creation of Career Education Plans supported by advising check-ins for all degree-seeking students. Students create a Career Education Plan as part of the first term College Survival and Success course (CG 100), and they must meet with a Career Education Advisor within their first two terms to determine if they are on the correct path towards their career. This design was influenced by the CCSSE and implemented through the SEM committee as they recommended the change. The next steps will involve extra support for at-risk, undecided, or transitioning students and increasing student support through an early intervention process.

Career Education Advisors begin training as soon as they start. This training consists of basic degree/program knowledge, Jenzabar database training, and an introduction to the Career Education Plan model that each student follows. Advisor training also includes cross-training on serving students with disabilities. A plan is currently being made to have faculty take on more of the academic advising. The faculty will provide knowledge of their instructional areas, degrees, and fields of study and can directly help students finding paths to enter the workforce after completing their educational goals.

Student Services developed an Advising Syllabus for students to access through the Academic Advising Moodle account in order to make clearly-defined advising requirements and responsibilities more available to students. Each student could log in to this virtual classroom account and have access to their Career Education Plan. After piloting the Advising Syllabus in the 2012 calendar year, it was found that the Syllabus was not effective in meeting student needs. The College does advertise the importance of the Career Education Plan and meeting with an advisor in the CG 100 course and through the quarterly Schedule of Classes. Tillamook Bay also has information on the student services website regarding all degree requirements in both written format and .pdf checklists. Students are able to monitor their progress and also confer with an advisor. One goal is to help students become self-sufficient and empowered.

However, TBCC's new Career Education Advisors will also be working on ways to make clearly-defined advising requirements and responsibilities more available to students in 2013-2014.

Tillamook Bay is a member of NACADA (National Academic Advising Association). This organization has multiple webinars, white papers, journals, and published best practices that TBCC advisors can utilize in advising students. Advisors also have access to attend the NACADA regional conference when feasible and when the conference has been budgeted for the year.

### **Auxiliary Services and Co-Curricular Activities**

The College's President understands that co-curricular activities are vital to the success of students and has taken on the direct responsibility over student groups and clubs. As a commuter campus, students have generally looked to TBCC for instruction and extended learning opportunities such as study space, tutoring, computer labs, and research resources—all of which are available at the campus. The College supports activities through faculty or staff advisors for student groups such as ASTBCC and PTK. These groups sponsor activities every term which are generally inclusive of students, faculty, and staff. Ongoing efforts are being made to increase the number and the involvement of all of TBCC in co-curricular activities. The Academic Master Plan includes a goal to increase learning activities outside of the classroom and the Strategic Enrollment Management Plan to engage students in extended learning activities in the classroom and outside of class. These efforts are in line with providing opportunities for greater progress to increase the current pattern of co-curricular activities offered.

Tillamook Bay has no residential students, and TBCC does not have any sports teams nor does it participate in intercollegiate athletics. However, through a partnership with the Tillamook YMCA, full-time students at the College are eligible for a free term membership and discounted childcare (member rates) at the YMCA. Fitness courses (both credit and non-credit) are also offered by TBCC through partnership with the YMCA. Free bus service within Tillamook County is also available to students through a partnership with the Tillamook County Transportation District.

Appropriate professional health care is available through referrals to the Tillamook County Health Department and Tillamook Family Counseling Center. The Culinary Arts and Hospitality, Tourism and Recreation Programs provide a limited on-campus food and beverage service. This service is provided as part of the degree program and allows students to gain real life experience before graduation. The food service students regularly request input from the

campus community, and this operation is overseen by the adjunct faculty member who teaches these courses.

The TBCC Bookstore provides new textbooks for courses offered as well as a limited supply of used texts, school supplies and school themed apparel, and basic personal supplies. The Bookstore works closely with faculty to ensure that the store is well-stocked with the correct texts and supplies needed for each course. Correspondence with faculty is on file in the Bookstore. The TBCC Board approved the current book return policy. The Bookstore has a book buy back each term arranged with a textbook wholesale company. There is also a bulletin board for students to post their used books for sale or request used books to purchase. The Bookstore database contains past archives listing texts with coinciding courses, current inventory, returns, and publisher information. Surveys are available for students, faculty, and staff to give input on store operation, convenience, inventory, etc. Survey results are reviewed to guide improvement and development of policies and procedures.

### **Distance Education Identity Verification**

Tillamook Bay serves a small local population of students. Current curricular offerings give students limited options for online instruction. No degree, certificate, or significant portion of a program is available online through TBCC. Faculty teaching distance education courses are responsible to monitor the students and maintain identity checks appropriate for online instruction. Students are required to have a username, password, and enrollment key to access courses via Moodle, TBCC's course management system. The Office of Instruction and the IT Department support professional development and instructional techniques to help faculty meet the need for establishing the identity of the person doing the work. Ongoing training occurs with staff and faculty to ensure student privacy. Students who are admitted to the College acknowledge the accuracy of the information they have submitted. As new technology emerges, additional work will need to be done to maintain effective identity verification processes.

### **Student Support Resources Conclusion**

Tillamook Bay provides student support resources that facilitate effective learning environments and support student growth and development. Programs and services include admissions, orientation, public information, student records, financial aid, academic advising, and co-curricular activities. In the last few years, TBCC has expanded the availability of information for students on TBCC's campus and website, reorganized Student Services staffing to meet emerging needs, and invested in resources necessary for independent financial aid

administration. Appropriate policies and procedures have been established to direct student support processes. The College continues to work on expanding faculty advising, engaging students in extended learning activities in the classroom and outside of class, and further defining and publishing advising requirements and responsibilities. Other tasks in the SEM Plan and/or AMP, such as increasing student support through an early intervention process and providing extra support for at-risk/undecided/transitioning students, are items related to student support resources that have been identified for future attention from the campus community.

### **Evidence for Standard 2.D**

- S1.2 TBCC Catalog, 2012-2013
- S1.3 Fall 2012 Schedule of Classes
- S2A.1 Policy Manual
- S2A.4 Administrative Rules
- S2A.16 Required Institutional Disclosures
- S2D.1 Student Handbook
- S2D.2 Student Retention and Graduation Data
- S2D.3 Student Affairs Staff Profile and Professional Resumes
- S2D.4 Student Services Assessment
- S2D.5 Procedures for Policy Development
- S2D.6 Student Characteristics
- S2D.7 Admissions Report
- S2D.8 Student Admission and Credit Records
- S2D.9 Registration of Students and Awarding of Units
- S2D.10 Description of Materials and Forms Used in Advising
- S2D.11 Statistics on Student Financial Aid

### **Library and Information Resources (2.E)**

Through the careful use of resources, and by using student and curricular needs as a focal point, the Library and Learning Center continues to grow in its support of TBCC's mission and goals. While there are no exact peer comparisons, TBCC does well in meeting the American Library Association (ALA) Standards for Libraries of Higher Education. Usage statistics and survey analysis indicate that the Library and Learning Center are well used and well received. The Librarian actively participates in the majority of campus committees including Curriculum, Planning and Steering, and Assessment, and holds a seat on both College Council and Faculty

Senate thus ensuring close ties to the College as a whole. Learning from its past successes and failures, the TBCC Library continues to develop resources and services to sustain accreditation standards.

### **Library Access and Planning**

Guided by an updated collection development policy, and by continually seeking input from College stakeholders, the TBCC Library continues to intentionally expand a resource collection that meets the needs of the campus community. Currently the Library holds a little over 4,000 physical items, including books, periodicals, DVDs, and music CDs. Approximately 25-30 items are added monthly. Selections are made in response to direct student and faculty input, as well as items that support the curriculum and have been recommended in the professional literature. Purchase requests from students and faculty are facilitated by both print and electronic forms as well as during face to face interactions.

The TBCC Library also curates an extensive collection of electronic resources. This includes several subscriptions to journal databases from standard academic vendors, including Gale, EBSCO, and Elsevier. Responding to a suggestion made in the Comprehensive Interim Candidacy Evaluation Report (2011), the TBCC Library has implemented an EZProxy server to provide a more simplified and comprehensive off-campus access point for online resources.

In order to expand access, reduce cost, and supplement the physical collection, the TBCC Library belongs to, and is a founding member of, the Chinook Library Network. The Network is a consortium of regional libraries, and includes the Oregon Coast Community College Library and the Clatsop Community College Library. This, along with the Library's participation in a national Interlibrary Loan program facilitated by software owned by OCLC, greatly enhances the depth of material the Library is able to offer students.

### **Evaluation**

The Academic Master Plan and Administrative Rule D022 are the guiding documents that ensure the Library is effectively building and utilizing its resources to support the College in its mission and core themes. The Academic Master Plan provides the Library with a widely viewed public venue for expressing its goals and acts as an avenue to receive feedback from various voices as the Academic Master Plan moves through its approval and revision processes.

To ensure that the Library is taking the correct steps to support its primary stakeholders, it conducts an annual user's survey. The survey targets both students and faculty and helps to

inform the Library's planning process. The Library also collects statistics on material usage, both electronic and print, hourly desk transactions, hourly computer use, and daily gate counts to ensure that quantitative data informs planning decisions.

Appreciating the high standards and practices that exist in the field of academic librarianship, the TBCC Library intentionally incorporates guidelines and standards set by the Association of College and Research Libraries when applicable. The Library also receives guidance and inspiration from its participation in the Oregon Community College Library Association.

In order to meet the needs of the College community, the Library's mission includes a strong instructional component and is supported through multiple library programs.

Every term, with the exception of summer, a formal one-credit library skills class (LIB 101 Library Research and Beyond) is offered. While primarily focusing on practical skills to support the research process, the class also has a strong information literacy component. The Library continues to work with the faculty to provide one-shot instructional sessions tailored for individual classes. These sessions introduce students to the use of library and information resources and services that will support them in their coursework. The Library has made electronic copies of its instructional handouts available for distance students along with links to step by step videos on utilizing library materials.

The Learning Center is hosted in the Library and provides students with opportunities for drop in tutoring. The Library also manages the College's peer tutoring program. This program matches up novice or struggling students with successful students who serve as course-specific tutors.

The updated Collection Development Policy guides the purchasing and licensing of library materials, both in print and electronic formats. Monthly usage statistics, including circulation, database sessions, gate count, and computer use, are gathered to help inform how Library resources are being used. To maintain relevancy, the Library conducts an annual weeding of physical materials during the summer term. Informal discussions with regular faculty and adjuncts inform purchasing decisions based on the anticipated information needs to fulfill future assignments. Learning Center hours are coordinated with math faculty to maximize student use of this resource.

In Winter Term 2013, the Library, in conjunction with an assessment of ILOs, has paired with the English and History faculty to assess the impact of library and information resources on student learning. While this assessment is in its infancy, the Library looks forward to having a

baseline measure with which to assess the effectiveness of future endeavors to increase the Library's impact on student learning.

### **Library Resources Conclusion**

The Library and Learning Center continue to meet the needs of the students and the curriculum. Through the development of a peer tutoring program, the creation of a new library consortium, the streamlining of off-campus access, and with the formulization of an assessment tool, the Library continues to support the College in its academic mission. With the guidance from the Academic Master Plan, the Library will continue to play a meaningful part in the institutional success of TBCC.

### **Evidence for Standard 2.E**

- S1.3 Fall 2012 Schedule of Classes
- S2A.1 Policy Manual
- S2A.4 Administrative Rules
- S2C.14 Academic Master Plan
- S2E.1 Brochures on Information Resources
- S2E.2 Collection Management Policies
- S2E.3 Statistics on Library Use (Gate Counts)
- S2E.4 Library Collection and Learning Resources
- S2E.5 Computer Usage Statistics
- S2E.6 Library Assessment Plan
- S2E.7 Number and Assignments of Library Staff
- S2E.8 Vitae of Professional Library Staff
- S2E.9 Printed Information for Computing
- S2E.10 Chinook Contract
- S2E.11 ILL Agreement

### **Financial Resources (2.F)**

Tillamook Bay Community College has clearly defined financial policies, guidelines, and processes. These support financial stability, financial planning, and budget development. They also ensure timely and accurate financial information through use of an appropriate accounting system that follows generally accepted accounting principles and an effective system of internal controls. Long-range capital plans support TBCC's mission and goals, and capital budgets reflect

the institution's mission and core theme objectives and relate to its plans for facilities and acquisition of equipment. All institutional fundraising activities are conducted in a professional and ethical manner. In addition to the activities of the TBCC Foundation, the College has received several grants in the past two years to support student success and completion. These include a CASE (Credential Acceleration and Support for Employment) Grant, Reverse Transfer Grant, Degree Qualifications Profile Grant, Career Pathways Grant, Accelerated College Opportunities Grant, and assistance from the Oregon Department of Community Colleges and Workforce Development to participate in Foundations of Excellence and Achieving the Dream.

### **Fiscal Stability, Resource Planning, and Policies**

The College demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Tillamook Bay has established reserve funds and uses them conservatively to support operations. The reserve funds also serve to provide sufficient cash flow while waiting for local property tax payments, state community college support payments, and financial aid disbursements.

Tillamook Bay realistically budgets all revenue sources and expenditures. Budget scenario modeling includes what the College actually knows based on its history of revenue and expenditures and takes into consideration the previous two years and the current year's budget. Based on informed knowledge of revenue and expenditures and specific assumptions in each category of revenue and expenditures, the budget development process will produce a "straw" budget for review and the opportunity to make adjustments as additional information and assumptions become available during the budget development cycle. The budget development process will also model a budget for two to three years out, based on where TBCC is in the biennium cycle. These models are based on either a general adjustment to all revenue and expenditures or specific assumptions in each of the categories of revenue and expenditures. Tillamook Bay continues to evaluate fluctuations in funding from the State and make necessary adjustments to expenditures through the budget development process.

The general model has an inflationary adjustment, which is a no growth model, a three to five percent increase, which is a growth model, and a three to five percent decrease, which is a reduction model. The assumption model allows TBCC to make suppositions in each category of revenue and expenditures for all out years. The modeling assures that the College has a longer window to make appropriate and informed decisions about the future revenue needs and/or program and service adjustments to maintain the sustainability of the College while meeting its mission, goals, and core theme requirements.

Tillamook Bay develops its budget in accordance with Oregon Revised Statutes (ORS) Chapter 294 and TBCC Board of Education budget guidelines and budget schedule. The TBCC Board of Education approves the Budget Guidelines and the Budget Schedule annually in the fall for the following year's budget development.

The ORS requires a budget committee comprised of the Board of Education and an equal number of other members of the public. The ORS also requires that meeting notices are published. The College publishes all required notices in the local newspaper. Meetings of the budget committee are open to the public and must provide members of the public with an opportunity to ask questions about and comment on the budget document.

The TBCC Board of Education approved budget schedule states that Budget Managers will work with their departments to prepare budget recommendations. The budget schedule also states that Budget Managers will meet with their departments to discuss budgets. Budget balance progress for the 2013-2014 Budget and beyond is also a topic of discussion for College Council.

Tillamook Bay implemented an integrated administrative information system, including accounting, in June 2006. The accounting system follows generally accepted accounting principles and incorporates an effective system of internal controls. All accounting functions are performed within the software.

### **Physical Facilities and General Operations**

The College constructed a new main campus that opened in January 2010. It also completed renovations at Tillamook High School to establish a Career and College Center for industrial technology instruction. Tillamook Bay constructed a satellite facility in South County (TBCC South) that was completed in September 2012. It is located on the Nestucca Valley Junior/Senior High School campus. The College is renovating facilities at Neah-Kah-Nie High School in North County (TBCC North) that will be completed in August 2013. All of these construction projects were funded by a combination of General Obligation Bonds and State matching funds. The debt service for the General Obligation Bonds is paid entirely by a property tax levy specifically for that purpose, so there is no drain on resources available for general operations.

A new facilities master plan was drafted in fall 2012 to complement the Academic Master Plan. It includes plans to construct two additional buildings at the main campus over time. One building has been approved for state resources and needs a match by 2017. Some matching funds for that project are already identified.

Auxiliary enterprises at TBCC are minimal with respect to the overall operation of the College. The College is not dependent on auxiliary enterprises to support general operations or vice versa.

### **External Audit**

Tillamook Bay undergoes an external financial audit performed by qualified personnel in accordance with generally accepted auditing standards annually. The College has not had any findings or management letter recommendations in the last decade. However, if findings or recommendations were included in the results from the audit, administration and the governing board would consider them in a timely, appropriate, and comprehensive manner.

### **Fundraising**

Institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. Tillamook Bay has a relationship with the Tillamook Bay Community College Foundation. The purpose of the Foundation is to raise funds to support the College. The College's Board of Education Policy 109 defines the relationship between the College and the Foundation. The TBCC Foundation has its own bi-laws, Executive Director, and Board. In the past two years a number of improvements have been made in this area, including a new website for the Foundation, training for Foundation Board members, increases in number and amount of endowment funds, and estate planning.

### **Financial Resources Conclusion**

The College's budget, accounting, and internal control processes are in place and in compliance with applicable rules and regulations. The budget development guidelines set clear emphasis on instruction, including equipment and facilities. The budget process provides opportunities for public input from concerned parties. Financial modeling is incorporated into the budget development process and is used to guide budget decisions. Tillamook Bay's budget planning for future sustainability is within the Strategic Framework and connected to the major institutional plans.

A history of stable strategic reserves has provided stability for the College's growth activities in the recent past. However, in order to continue to position TBCC for the future the College is always seeking grants appropriate to TBCC's mission and goals as well as intensifying efforts to raise funds through the TBCC Foundation and examine delivery options.

**Evidence for Standard 2.F**

S2A.1	Policy Manual
S2F.1	Current Fund Revenues
S2F.2	Current Funds Expenditures and Mandatory Transfers
S2F.3	Revenues and Expenditures
S2F.4	Sources of Financial Aid
S2F.5	Operating Gifts and Endowments
S2F.6	Capital Investments
S2F.7	Debt Service Schedule
S2F.8	Endowment and Life Income Fund Report
S2F.9	Supplementary Documentation of Year-End Accruals
S2F.10	Financial and Management Reports
S2F.11	IPEDS Financial Section Reports for 2010-2012
S2F.12	Annual Financial Audit
S2F.13	Annual Budget
S2F.14	Oregon Budget Law
S2F.15	Budget Development Guidelines

**Physical and Technological Infrastructure (2.G)**

Tillamook Bay Community College's facilities and technology staff work together to ensure the College facilities are safe, secure, and sufficiently maintained to adequately meet instructional needs. In alignment with the College's mission, themes, Facilities Plan, and Technology Plan, the main campus and three satellite facilities (the Career and College Center at Tillamook High School, TBCC South at Nestucca High School, and TBCC North at Neah-Kah-Nie High School) provide a county-wide presence for postsecondary education. The Facilities Maintenance Specialist keeps a record of maintenance tasks, ranging from routine preventative maintenance to hazardous material situations, to be done on a regular basis. The Specialist also works with the IT Department on most projects that require any type of change to the facilities or furniture. The Technology Infrastructure is constantly being evaluated and upgraded as needed to meet growing or new demands.

## **Physical Infrastructure**

In January 2010, TBCC dedicated and began operating from a new 42,000 square foot campus. A combination of classrooms, science labs, and computer labs provide a quality learning environment for staff and students and for the delivery of a variety of classes. The campus library, learning center, and testing center provide students access to resources and support to assist them in their studies. Built in compliance with ADA Standards and through the use of various technologies, TBCC provides access to students having varying degrees of physical ability. Tillamook Bay also provides education opportunities within the three school districts of Tillamook County through the building of new, or remodeling of existing, facilities. Each of these facilities is part of the master plan for providing education throughout the county. Efforts to provide a safe and secure campus are an ongoing process. It is the goal of all members of the TBCC campus community to provide a safe, secure environment for anyone accessing the campus. The College is aware of the importance of a safe learning environment and works to maintain such through technology, training, ongoing review of policies and procedures, and inspections of facilities.

Tillamook Bay Board Policy 202 and Administrative Rules address matters and issues related to the use, storage and disposal of hazardous and toxic chemical. This information is posted on the TBCC website available for review in the Administrative Office and the Office of the Director of Facilities, Safety, and Human Resources. The College also maintains Material Safety Data Sheets as required for any materials that qualify. A component of the campus safety inspection is to check and verify that policies and procedures are followed.

In consultation with architectural firms, TBCC has developed a Facilities Plan (physical master plan) to address and provide for the future growth and needs of the institution. The anchor of the plan is the 42,000 square foot main campus building that opened in January 2010. The College currently enjoys partnerships with multiple organizations and the three school districts within Tillamook County, enabling the College to deliver a variety of educational opportunities to its constituents. In the past three years, TBCC completed a remodel of a Career and College Center with the Tillamook School District as well as a new 2,700 square foot classroom and computer lab facility on the site of the Nestucca Valley School District in south Tillamook County (TBCC South). The College is about to complete a remodel at Neah-Kah-Nie High School in north Tillamook County (TBCC North) and it is scheduled for occupancy at the start of the 2013-2014 school year.

Long range plans include the construction of two additional buildings on the site of the main campus to provide another 40,000 square feet of classroom, office, and public meeting space.

Each building will be 20,000 square feet with the first one (Phase II of the Facilities Plan) in partnership with Oregon State University and Open Campus.

All of TBCC's facilities are either new, nearly new, or recently remodeled. All aspects of instruction and support were adequately funded to supply sufficient equipment in classrooms for the current student population. The new campus classrooms provide the option for additional seating to allow for consistent class sizes and greater flexibility in how classroom space may be used. Staffing and contracted services ensure the upkeep and maintenance of the facilities. However, as the facilities age and building use increases, it will be important to monitor the status of facilities and equipment to continue to deliver quality education.

The College acquires, maintains, controls, upgrades, or replaces equipment needed to adequately furnish its facilities for work, study, and research. Other physical resources needed to support campus administrative services and educational programs are regularly considered during strategic planning and budgeting processes.

The main campus building has ten classrooms for courses, suitably equipped for lecture or lecture/lab formats: tables, chairs, computer stations, desks, 'smart' podiums, whiteboards, projectors, and projection surfaces. In addition, there are two science labs designated for life and physical sciences and two dedicated computer classrooms. A testing center provides space for computerized or paper-and-pencil test taking. There are two mobile carts with 29 laptops for use in multiple classrooms and one mobile cart with 24 laptops which is dedicated to the science labs.

Ethernet connections are available in all classrooms for the podiums to connect to the Internet, and wireless Internet access is available throughout the facility. Computers and projectors are available in each classroom and lab for faculty use. Each classroom podium is equipped with a DVD/VCR player, computer, and control panel for controlling the projector. One classroom has recently been updated with an Active Board provided by the local Education Service District for the health occupations instructor. In addition, TBCC has mimeo units (document cameras) and software available as well as portable projectors. The main campus has fixed and mobile teleconferencing stations for instructional purposes. The recently completed TBCC South has computer podiums in the general classroom and in the computer lab. Projectors are ceiling mounted and used with a SmartBoard in each room. Projectors are controlled via remotes kept in the podiums. The computer lab has 24 computers for student use.

Each contracted faculty member is equipped with a computer or laptop with network and internet access, email, and printer/scanner access. Adjunct instructors have access to office

space that includes desks and computers with the same support equipment and connections as the contracted faculty. Computer stations for students have word processing, spreadsheet, database, presentation software, Internet access, and printer capability.

Upgraded copiers are available to staff or faculty with an access code. One is in close proximity to faculty upstairs and one in the downstairs administrative area. Other copiers are available in the Library and Student Services. Faculty can now scan material to their computer and have software called Teaching Assistant which enables interested faculty to grade documents and tests suitable to the program.

The science labs at the main campus building have a capacity of twenty-four students each. Equipment includes standard compound microscopes, phase-contrast microscopes, dissecting microscopes, boxed and articulated human skeletons (natural bone and reproduction), anatomical models, an incubator, spectrophotometers, water bath, steam autoclave, pH meters, and equipment for field ecological studies (e.g., small mammal live traps). A variety of preserved specimens are also maintained for taxonomic/identification studies. Live specimens, preserved specimens for dissection, microscope slides, and nondurable lab supplies are purchased as needed for biology courses. As mentioned, there are laptops dedicated to the science lab for additional study and for work with microscopes.

Tillamook Bay continues to periodically use its Polycom VSX 7000 mobile video teleconferencing cart and TVs, LifeSize communication units (one is for TBCC use and one was purchased by the SBDC for its use) that allows for video-conferencing.

The College purchased fifteen iPads for the Leadership Team and Board Members. These have reduced paper and printing costs and allow Board members to keep personal correspondence separate from TBCC correspondence. Tillamook Bay is currently exploring options for full time faculty that addresses the use of the iPad and other technologies.

### **Technological Infrastructure**

The Technology Plan was updated in fall 2012 and incorporated into the Strategic Framework. This revised Technology Plan was designed to work more closely with the new Academic Master Plan in order to ensure the support of instructional needs. The Plan also recognizes the various administrative support functions that are inherently needed to support instruction. As deemed necessary and prudent, upgrades, enhancements, and training continues to be a regular part of planning to maximize utilization of Jenzabar, the College's ERP system.

In the continuing effort to maintain the College's ability to respond to changing technological needs, TBCC uses physical servers and virtual servers where such application makes sense. Like physical servers, virtual servers need regular maintenance and upgrades. The College just upgraded its virtual platform in 2012 to the most current version.

The phone system software will be retired in 2013, and plans are in place to upgrade the infrastructure to support the new software. This will mean virtualizing the phone system which frees up three relatively new servers to upgrade other older servers. This will move the upgrade schedule for these servers ahead one year.

The College has continued to enhance computer and technology capacity in anticipation of increasing demand. Staff, students, and faculty have ample access to network and internet resources, and bandwidth is not an issue. Tillamook Bay needs to find a way to utilize the Oregon Healthcare Network (OHN) which is a subsidized network or find another way to utilize those funds to further other instructional needs.

In an effort to more fully utilize its ERP system (Jenzabar), the College commissioned an Operational Assessment in December 2010. After the operational assessment was completed, the Systems Improvement Committee established a priority list of functions that needed to be improved, expanded, or implemented. Tillamook Bay has been able to enhance its communications to students with mass emails. The Human Resources module is now coming online. Tillamook Bay is redesigning the Student/Staff/Faculty secure website portal (MyTBCC) to provide easier access to information. The Systems Improvement Committee also works on evaluation and improvement of other institutional systems.

The kiosk computers in the main campus lobby were recently upgraded due to heavy student use. This has improved performance and reduced support calls. Tillamook Bay now needs to find better ways to assist students with access help to MyTBCC, new email accounts and Moodle. Each one currently requires its own sign on and password. This is very secure, but confusing and inefficient, so single sign on is on the list of to-do projects for the coming year.

Windows 7 is fully utilized in all areas of TBCC. Windows 8 is being evaluated for potential classroom instruction. It has not been adopted very well within the business community and many students who have it on new systems have found it problematic. Tillamook Bay will monitor and plan instruction accordingly. Wireless access is available throughout the building for students, staff, and faculty. Tillamook Bay has added internal antennae in the building to enhance cell phone service.

While the podiums and projectors in all classrooms were installed specifically for instruction, they are also used for meetings. The College's two LifeSize units and a PolyComm VSX7000 unit do work well for some meetings, although they have not been as popular for class delivery as anticipated. The College has used Skype, Go-to-Meeting, Moodle, and are starting to use Google+ functionality for meetings and instructional delivery. Elluminate (Blackboard Collaborate) has been added to Moodle to enhance distance education offerings.

Handouts were created to explain the technology available to faculty and staff with a brief demonstration of each during in-service. Extra copies were given to staff to hand out to those who work outside normal business hours. Assistance is available upon request for additional support. Classes continue to be developed and refined to bridge the gap in technology literacy and student competencies. The College continues to encourage employees to take advantage of technology classes and/or other support options. These may include trainings, classes, or seminars offered by TBCC or delivered online through other parties.

The IT Department strives to keep an open-door policy to assist faculty and staff with the technology available to them. The Department has staggered staff hours slightly so that somebody is on campus until 6:00 p.m. for faculty that teach in the evening. An instructor has been identified and contacted to provide Moodle training for faculty.

Better ways of assisting students, and faculty especially, with the use of technology continue to be an issue. Tillamook Bay needs to find better ways to reach those that are intimidated or struggle with technology. To this end, the IT Department has begun to staff an information table in the front lobby during the first week of classes each term; students and new faculty are encouraged to ask questions and solicit information regarding the College's technology, including email, emergency alerts, and available office software.

The IT Department works closely with the Office of Instruction, who acts as the advocate for Instructional programs and needs. The IT Department also has an "open-door" policy for staff and faculty to request service on any of the technology in the building. In addition, the Faculty Senate meets on a regular basis to discuss issues related to instructional needs, including technology support issues. The Senate periodically reports these issues to the Office of Instruction. The student association brings student issues to their advisor who then communicates the appropriate requests to the IT Department, and TBCC holds bi-monthly meetings of the Systems Improvement Committee, which discusses Jenzabar issues and requests for services.

The transition from “moving in” to infrastructure stability is well on its way. Upgrades and enhancements are more strategic in nature rather than reactive to failings. Staff can plan to implement new functions like moving to electronic GED testing in a thoughtful way. A consulting firm was hired to help TBCC Virtualize the Datacenter in response to the Technology Plan.

Disaster recovery is also addressed by virtualizing, which gives the College an opportunity to create a backup system, not just backup records in case of disaster. The IT Department runs backups nightly, weekly, and creates full backups of systems that are kept off site and rotated on a quarterly basis.

Each year as part of the budget process, all technology is reviewed for appropriateness to functions and demands now being required. As part of this review, older computers are scheduled for upgrade or replacement.

As TBCC fulfills its commitment to ensuring additional available technology, as per the bonding process, TBCC has built in technology labs and functions within the new buildings or remodels. The TBCC South building is completed and has a computer lab with 24 computers, a podium, and projector in both the computer room and the general classroom. Each room also has a SmartBoard. Plans are underway for the TBCC North project which will also be fitted with additional technology.

### **Physical and Technological Infrastructure Conclusion**

Tillamook Bay’s facilities staff and the IT Department have an effective working relationship. All involved staff recognize the need and benefit of working together and keeping each other abreast of projects because they often need to be done in tandem. The College has a solid facilities infrastructure to support it and the people being served. This partnership will be increasingly important as TBCC addresses technology, learning delivery changes, the expansion of program offerings, and the means by which education is accessed. The Systems Improvement Committee, with representation from facilities, technology, student services, and instruction, focuses on identification and implementation of campus-wide systems for improvement.

### **Evidence for Standard 2.G**

- S2G.1      Campus Map
- S2G.2      Access to Campus

- S2G.3 Major Property Additions/Capital Improvements
- S2G.4 Examples of Equipment Inventories
- S2G.5 Schedule for Replacement of Instructional Equipment
- S2G.6 Facilities Plan
- S2G.7 Technology Plan

## **Summary of Chapter Two**

Chapter Two assesses institutional inputs in major functional areas of TBCC's operations. This examination of TBCC's resources and capacities demonstrates that the College has the potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals and intended outcomes of its programs and services. Chapter Two also illustrates how TBCC uses its governance and decision-making structures to establish, review, and revise policies and procedures that promote effective management and operations.

In the area of governance, Tillamook Bay has an established, effective, and widely understood governance system. The Board of Education establishes, reviews regularly, and revises as necessary institutional policy. Authority and responsibility for operation of TBCC is delegated to the College President. Regulations regarding academics, library and information resources, students' rights and responsibilities, human resources, conflict of interest, academic freedom, and other matters are published as Board Policies and Administrative Rules.

In the area of human resources, the College employs sufficient personnel to support its programs and services wherever offered and however delivered. Practices regarding the selection and evaluation of personnel are documented and made available through Board Policy and the College provides employees with opportunities for professional development. Faculty are appropriately qualified and sufficient in number to achieve TBCC's educational mission. All faculty are evaluated in a systematic manner at regular intervals and their workloads are commensurate with TBCC's expectations for teaching and service.

In the area of its educational resources, TBCC provides programs of appropriate content and rigor that are consistent with its mission. Expected course, program, and institutional (degree) outcomes are identified and published in syllabi, in the TBCC Catalog, and/or on the website. Credits and degrees are awarded in accordance with appropriate higher education practices. Graduation requirements are clearly defined and demonstrate appropriate breadth, depth, course sequencing, and synthesis of learning for respective programs. Faculty exercise a major role in design, approval, and implementation of the curriculum and take primary responsibility

for assessing student achievement. Faculty, in partnership with Library and Learning Center personnel, ensure the use of library and information resources is integrated into the learning process. Non-credit continuing and community education courses are compatible with TBCC's mission and the College maintains direct and sole responsibility for their academic quality. The granting of CEUs is based on policies guided by generally accepted norms. Tillamook Bay maintains records that describe all its non-credit offerings and the learning provided in those courses.

In the area of student support resources, Tillamook Bay creates effective learning environments with appropriate programs and services to support student learning. The College makes provision for the safety and security of its students and publishes required statistics. Tillamook Bay recruits, admits, and orients students qualified to complete its programs and recently implemented a required orientation and freshman experience for degree-seeking students. The TBCC Catalog is widely available and contains current and accurate information about TBCC and its programs and services. The College follows appropriate policies and procedures regarding student records and accountability information regarding financial aid and maintains a systematic and effective system of academic advising. Co-curricular and auxiliary services are not extensive, but those that exist support TBCC's mission.

In the area of library and information resources, TBCC provides suitable resources to support its programs and services, including the instructional curriculum, consistent with its mission and core themes. Planning for library and information resources involves appropriate stakeholders. Tillamook Bay provides training and support opportunities to enhance users' information literacy and is moving forward with expanding the resources provided. Regular and systematic evaluation of resources and services takes place.

In the area of financial resources, Tillamook Bay has an established and positive history of financial stability, planning and budget development, and financial practices. Capital budgets, long-range capital plans, and debt for capital outlay are appropriate for TBCC's mission and to support programs and services. External financial audits have consistently received unqualified opinions that attest to fiscal integrity and stability. The TBCC Foundation functions in an ethical manner to raise funds to support the College's mission and core themes.

In the area of physical and technical infrastructure, Tillamook Bay maintains facilities that are accessible, safe, secure, and sufficient to support its mission and programs and services. Institutional policies and procedures regarding safety and security are in place and a revised Facilities Plan has been completed. Equipment is sufficient in quality and quantity to support fulfillment of TBCC's mission and its programs and services. Technical systems and

infrastructure support current operations, although more training regarding instructional technology would enhance the use of resources.

Chapter Two illustrates that TBCC has the resources and capacity in all major functional areas to fulfill its mission and sustain its programs and services. Although resources are appropriate for current operations and provide capacity for the future, some progress for enhancement is also identified in this chapter. Tillamook Bay needs to continue to move forward on its efforts to utilize the Human Resources module within Jenzabar; continue to systematize regular evaluation of adjunct faculty; continue to refine methods of learning outcomes assessment, including implementing more direct assessment of program outcomes; expand faculty advising; engage students in extended learning activities in the classroom and outside of class; further define and publish advising requirements and responsibilities; maintain effective distance learning identity verification processes; and continue to seek grants appropriate to TBCC's mission and goals, intensify efforts to raise funds through the TBCC Foundation, and examine delivery options. In addition, TBCC will be addressing other items, such as increasing student support through an early intervention process and providing extra support for at-risk students, identified for action by various responsible parties in the Strategic Framework 2012-2015.

## **Chapter Three: Institutional Planning**

### **Introduction**

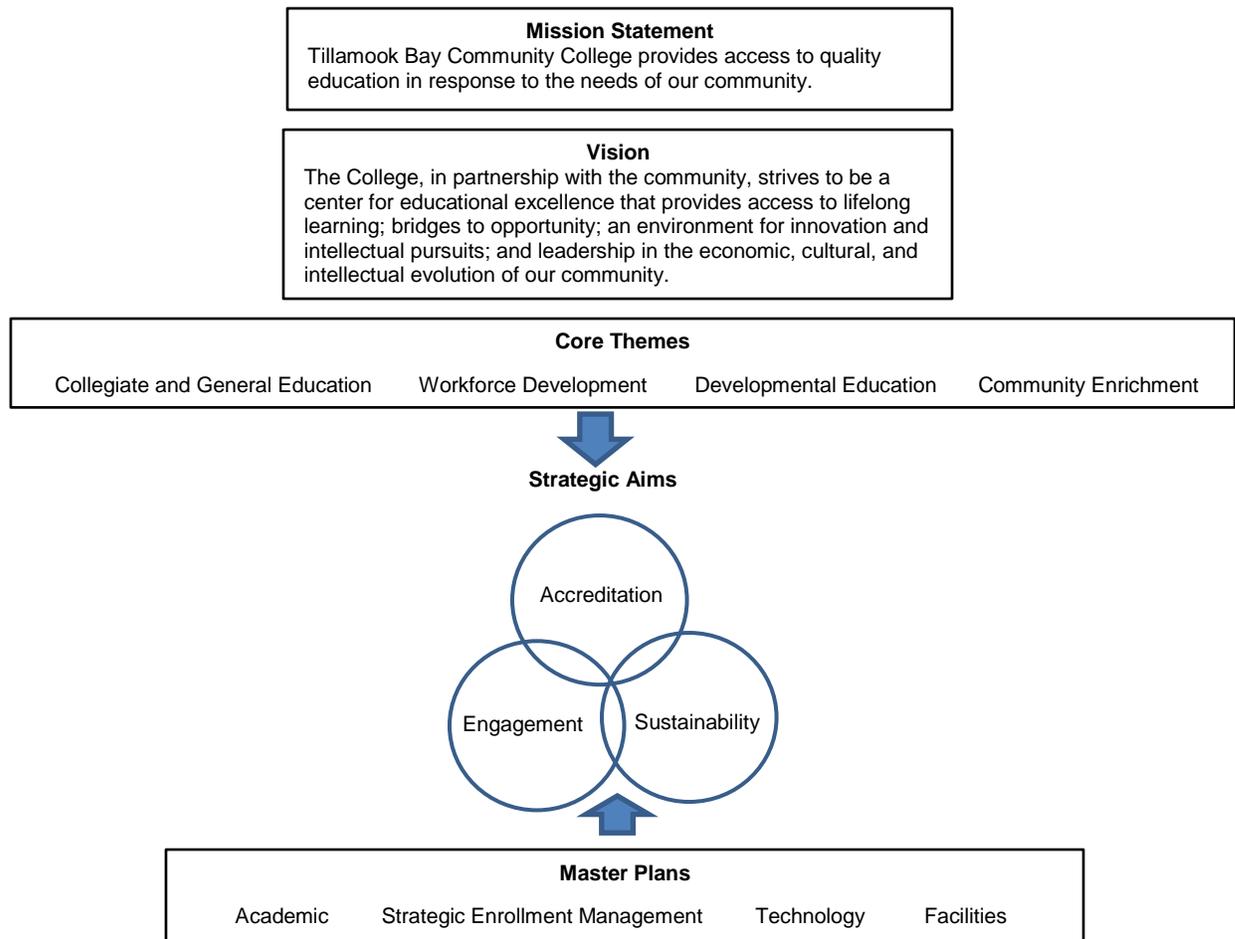
Institutional planning at Tillamook Bay Community College continues to have capacity and sustainability as its focus. This planning includes strategic planning activities as well as planning for programs and services. The resulting plans reflect the interdependent nature of TBCC's operations, functions, and resources. The College's four major plans (academic, strategic enrollment management, technology, and facilities) exist within the Strategic Framework 2012-2015 (TBCC's "Master Plan"). The Strategic Framework 2012-2015 and related plans were developed or revised in spring and fall of 2012. They were implemented winter and spring of 2013 and are manifested in the relevant activities of TBCC's programs and services, the adequacy of resource allocation, and the effective application of institutional capacity. For example, in response to a budget shortfall for 2013-2014, the College used draft plans to guide decision-making on revenue allocations and preserve institutional capacity. The College's planning and implementation processes are sufficiently flexible and resources are managed to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission. Institutional planning also includes emergency preparedness and contingency planning with flexibility to address unexpected circumstances. Ongoing, participatory planning provides direction for TBCC and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission.

### **Institutional Planning (3.A.1, 3.A.2, 3.A.3, 3.A.4)**

The College engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Previous planning at TBCC relied on a list of action items (work plans) to meet benchmarks coupled with presidential directives regarding TBCC's goals. The list and directives were closely tied to the primary goal of independent accreditation. For example, President Jon Carnahan (2007-2011) emphasized accreditation, a new campus, and enrollment growth. President Connie Green asked the campus to look past accreditation to things needed for a desired future. A set of Strategic Aims 2012-2015 were developed in 2011 that established three aims with indicators and goals for June 2012 and June 2015. This was a first step in broadening and deepening TBCC's institutional planning to accomplish its core themes and fulfill its mission.

Institutional planning at TBCC begins with the College’s mission and vision and results in four plans within a Strategic Framework that align with mission, vision, core themes, and strategic aims (see Chart 3.1). The mission establishes TBCC’s purpose as it is currently being fulfilled, while the vision represents a desired future for the College. The core themes are both essential elements of the mission and key functional areas of a comprehensive community college as defined in Oregon. Strategic aims are interconnected priority areas with short-term and longer-term outcomes. All these elements provide context for four institutional plans: Academic, Strategic Enrollment Management, Facilities, and Technology. Instructional technology plans are found within both the Academic Master Plan and Technology Plan. Altogether, these planning elements support the Strategic Framework that serves as TBCC’s “Master Plan.”

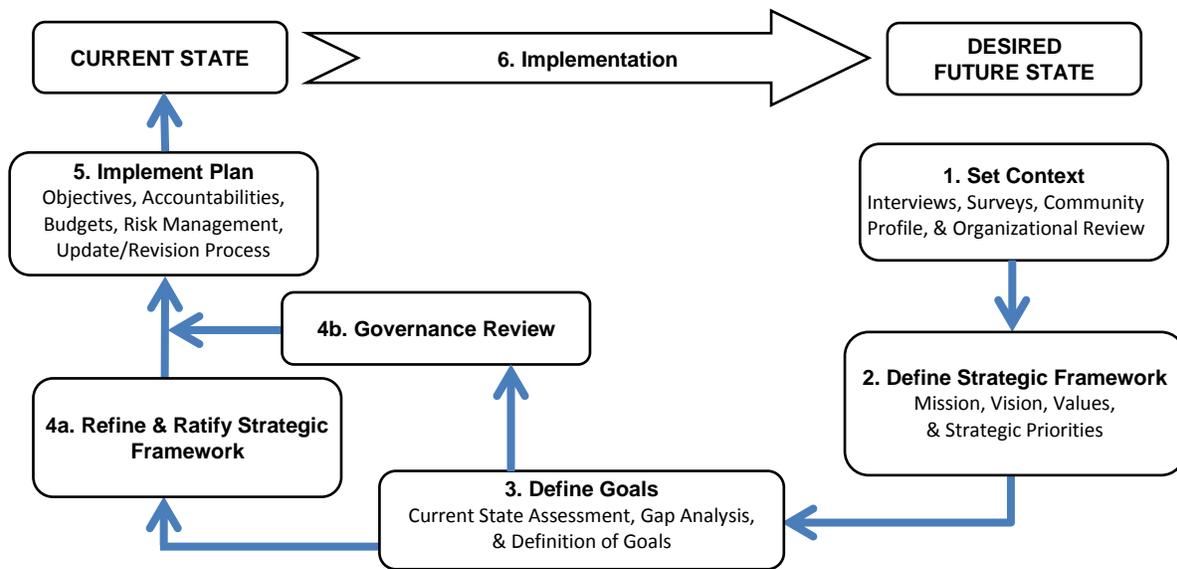
Chart 3.1 – TBCC Planning Diagram



The strategic planning process at TBCC involves a cycle of activities designed to move the College from its current state to a desired future state (see Chart 3.2). Tillamook Bay employed

this process in developing the Strategic Framework 2012-2015, and the cycle will be repeated in 2014-2015 to create the next three- to five-year Framework and supporting plans. The cycle begins with setting the context through internal and external environmental scans. The Strategic Framework is then defined in alignment with mission, vision, core themes, and strategic priorities or aims. Departments and the institution as a whole then define goals based on assessments, gap analyses, and definitions. Review by various campus constituencies lead to refinement and approval. The implementation plan involves accountabilities, budgets, and updates. Finally, progress is made through implementation toward the desired future state identified in the Strategic Framework.

Chart 3.2 – The Strategic Planning Process at TBCC



Tillamook Bay’s plans are implemented and made available to appropriate constituencies. The Board of Education approved the plans for implementation in March of 2013. The entire institutional master plan (the Strategic Framework 2012-2015) was distributed electronically to faculty and staff then posted on the TBCC website for the campus community. In addition to an introduction and the four major campus plans (December 2012), the Framework contains the College’s Foundations of Excellence Final Report (June 2012) and President Green’s Strategic Blueprint (April 2012). Information about planning initiatives are also shared with the community via the College’s monthly column in the local newspaper. The Strategic Framework 2012-2015 can be found on the TBCC website under **About TBCC** then **Strategic Issues**. That webpage also contains links to some of TBCC’s other initiatives such as Achieving the Dream.

## **Strategic Framework 2012-2015**

Following its planning process, TBCC created a Strategic Framework 2012-2015 that contains four major plans. This Strategic Framework 2012-2015 contains an introduction, Core Themes, Strategic Aims, Academic Master Plan, Strategic Enrollment Management Plan, Technology Plan, Facilities Plan, and Appendix sections. The introduction by President Green supplies a context for the plans by providing background, including the College's mission, strategic planning process, and direction. The Core Themes section further provides context by presenting TBCC's core themes, core theme objectives, and indicators. The Strategic Aims 2012-2015 section presents three Strategic Aims for the College: Engagement, Accreditation, and Sustainability. Outcomes for 2012 and 2015 are stated for each Aim. The four central operational plans are described below. The Appendix provides the Foundations of Excellence implementation plans (June 2012) and the President's Strategic Blueprint (April 2012). Both documents informed the core plans. The final Strategic Framework 2012-2015 package was reviewed, revised, and approved by College Council in December 2012-January 2013 and then the Board of Education in February-March 2013.

### ***Academic Master Plan***

Tillamook Bay's first Academic Master Plan (AMP) was developed in 2011-2012 with primary input from the faculty. It was then reviewed by the wider campus community and revised in fall 2012. The AMP is central to the Strategic Framework and TBCC's planning for the future. It is intended to provide a structure for decision making, resource allocation, and the College's mission and goals; support for teaching and learning; a future vision for the College; and a vehicle for other units of the College to develop plans. It influenced revisions of the Strategic Enrollment Management, Technology, and Facilities Plans.

The AMP begins by establishing a context that includes TBCC's enrollment profile; retention, graduation, and transfer rates; outcomes for strategic aims; core themes; a review of the College's internal environment, including the Strategic Blueprint; and a review of the external environment. The AMP then establishes a preferred future and objectives for core themes, instructional technology, and library services. The preferred future as it appears in the AMP is from the faculty viewpoint:

The faculty desires that in the future TBCC provide opportunities for all students to complete educational goals successfully within two years. This will be accomplished by increased classroom student engagement, assessment to improve learning, and revision of the curriculum to be sustainable and realistic.

The final introductory section of the AMP lists Tillamook Bay's strengths, weaknesses, opportunities, and challenges to consider in determining a path forward.

The main body of the AMP contains a chart of objectives, action tasks, responsible parties, implementation timeline, and resource implications. Objectives relate to all core themes (A.1 – A.11), the Collegiate and General Education Core Theme (B.1 – B.2), the Developmental Education Core Theme (C.1 – C.2), the Workforce Development Core Theme (D. 1 – D.2), the Community Enrichment Core Theme (E.1 – E.2), instructional technology (F.1 – F.3), and library services (G.1 – G.5). Action tasks for objectives are cross-referenced to accreditation and Foundations of Excellence (FoE) plans when applicable.

### ***Strategic Enrollment Management Plan***

The TBCC Strategic Enrollment Management (SEM) Plan was revised in fall of 2012 to align with the Academic Master Plan. The SEM Plan 2012-2015 focuses on managing enrollment to advance Tillamook Bay's mission. Initiatives are based on this supposition, asserted in the first SEM Plan in 2008 and all subsequent revisions:

TBCC provides all students opportunities needed for the successful completion of educational goals within two years and preparation for success at the next step of career, education, or personal goal, through intentional engagement of all college members: students, faculty, staff, and administration.

Goals for SEM are (1) increased opportunities and support for students, and (2) increased student learning success. Outcomes are to maximize support and minimize barriers, improve the campus environment to increase support of lifelong learning, and increase student involvement and engagement. The SEM Plan establishes three activities for every goal to be accomplished in 2013-2015. Each activity includes identification of managers, target dates, processes, and evaluations.

### ***Technology Plan***

The Technology Plan was revised in fall 2012 to align with the Academic Master Plan. The previous Technology Plan focused on TBCC's move to new facilities in 2009-2010. The Technology Plan 2012-2015 focuses on key points to be remembered as the College moves forward in a climate of constant technology change and evolving planning:

- Align technology plans and decisions with TBCC's mission statement.

- Prioritize projects and other proactive work, especially with consideration for support of the Academic Master Plan.
- Create a direction for document and records imaging and management.
- Work on IT job descriptions and related structures to better align needs with skills and resources.
- Maintain funding levels for technology.

The Technology Plan includes a strategic plan for technology support recommendations with goals to (1) provide all students with the opportunity to effectively manage their educational program and derive full benefit from the instruction we provide to transition successfully to the next phase in life; (2) provide technology to enable faculty and staff to effectively do their jobs; (3) provide technology-based systems that enable the delivery of instruction using a variety of media and delivery methods; and (4) provide technology-based systems that enable the College to maximize its resources and meet the business needs of TBCC. Targets, strategies, and action steps are identified for each goal.

### ***Facilities Plan***

In spring and fall 2012, a revised Facilities Plan was created to replace a plan developed before TBCC moved into its current facilities and to align with the new Academic Master Plan. The Facilities Plan's executive summary provides context and establishes planning concepts. The body of the Facilities Plan elaborates on process, planning, design principles, background, master plan goals, and implementation. The master plan identifies immediate (Priority Capital Project), short-term (Phase II Capital Project), and long-term (Phase III Capital Project) projects to address meeting the obligations as outlined in the board measure title and address future growth.

### **Comprehensive Planning Process**

Tillamook Bay's strategic planning process is broad-based and offers opportunities for input by appropriate constituencies. Each of the four major campus plans was based on input from campus stakeholders. For example, the Academic Master Plan originated from the Curriculum Committee and the Strategic Enrollment Management Plan from the like-named committee, which includes faculty, staff, and administration. As part of the adoption process the Strategic Framework 2012-2015, including the four major plans and other materials, was reviewed and approved by the Leadership Team, College Council, and Board of Education. The document went through several revisions to incorporate input from a variety of individuals and groups, including faculty, staff, and board members.

The College's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission. Multiple data sources regarding the campus environment and institutional effectiveness inform strategic planning processes. These sources include student surveys such as SENSE and CCSSE, informal assessments, statewide data, indicators for core theme planning, and measures of mission fulfillment. All of these and other data sources inform planning processes at multiple levels. For example, budget development is informed by collection and analysis of internal data from work plans as well as external data on fiscal resources and projected revenues. The development of the TBCC Budget 2013-2014 was also informed by academic, enrollment, technology, and facility plans. The plans, in turn, were informed by data including that from SENSE, CCSSE, work plans, Foundations of Excellence findings, Strategic Aims, Achieving the Dream participation, and core themes and mission fulfillment indicators.

Evaluation of mission fulfillment at TBCC was revised for spring 2011. The current definition of mission fulfillment draws on data found in the Core Theme Indicators Reports as well as data unique to TBCC's definition of mission fulfillment. Data on indicators of Progress, Completion, and Achievement objectives for each core theme make up the first three measures of mission fulfillment. Additional data contribute to measures for the areas of Access and Equity. Examples of data include student credit accumulation, student persistence, degree completion, transfer rates, learning outcomes, students receiving need-based aid, and staff and student demographics.

Tillamook Bay's Strategic Framework 2012-2015, and the four plans it contains, articulates priorities and guides decisions on resource allocation and the application of institutional capacity. In the past, priorities were articulated in the form of annually updated Work Plans to Meet Benchmarks. Although that process included projected needs to guide decisions on resource allocation through annual budget planning, it was not a systemic part of the budget development process. The Strategic Framework 2012-2015 was created explicitly to provide a "master plan" that would guide resource allocation and application of institutional capacity. The four plans and related documents in the Framework were used in winter and spring 2013 in budget development for 2013-2014 in order to clarify priorities, determine resource allocations, and make decisions regarding institutional capacity. Because TBCC was faced with an almost \$500,000 shortfall, the budget development process also demonstrates TBCC's flexibility to address adverse circumstances using its institutional planning processes and documents. The Strategic Framework was also used to guide priority setting and development of strategies within TBCC's Achieving the Dream Implementation Plan in spring 2013. The decisions to focus on redesign of developmental math courses as one of the Achieving the

Dream priorities and to use general fund resources if grant resources did not cover the full cost of redesign are one specific example.

### **Emergency Preparedness and Contingency Planning (3.A.5)**

The College's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations. Tillamook Bay's Safety Plan is focused on achieving three goals: (1) ensure safety, (2) protect College assets and instruments, and (3) ensure continuity of mission critical functions. The College's Safety Manual (Administrative Rule B012) includes components specifically addressing emergency action plans, loss prevention, and business continuity. Tillamook Bay's current Safety Manual is the result of comprehensive review and revision necessitated by TBCC's move to new facilities in 2010. The Safety Manual and its supporting components can be scaled or cascaded as necessary to appropriately prepare for, and respond to, a given emergency or catastrophic event. It adequately addresses current circumstances and future contingencies. The Campus Safety Committee meets monthly to review safety-related issues and perform periodic inspections of the premises.

Emergency preparedness is the focus of five annexes (appendices) to the Safety Manual. These include an Emergency Action Plan, Emergency Communications Plan, Laboratory Safety and Chemical Hygiene Plan, Chemical Hazard Communication Plan, and Bloodborne Pathogens Exposure Control Plan. In addition, a comprehensive Emergency Guide has been provided to all faculty and staff and made available in all classrooms. The Emergency Guide includes contact information as well as just-in-time information on sheltering in place, severe weather/natural disasters, bomb threats, earthquakes, fire or explosion, bloodborne pathogens, first aid and medical emergencies, evacuation, active shooter/lockdown, and violent or threatening behavior.

Contingency planning for continuity and recovery of operations are the focus of the sixth annex (appendix) of the Safety Manual which contains a Loss Prevention and Business Continuity Plan. The plan addresses contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations. It includes provisions for loss prevention, mission critical processes and systems, threats and risks, roles and responsibilities, and contingency and restoration contingency plans.

An important part of helping insure the College's emergency preparedness includes regularly scheduled exercises of TBCC's emergency plans and processes. On a bi-annual basis, TBCC conducts college-wide drills that test emergency action plans, communications, alarms,

evacuation and recovery. In addition, the College provides faculty and staff training and certification opportunities for first aid, CPR and AEDs. College In-Service training regularly includes a component on campus safety and emergency preparedness (e.g., review of the emergency guide, proper use of fire extinguishers, mandatory reporting, etc.). On a regular basis, the College's Safety Committee communicates safety information, training, and reminders to campus constituencies by email and Campus Safety Bulletins. Finally, each winter the College tests and activates its emergency communications system for inclement weather-related closure notifications.

### **Evidence for Standard 3.A**

- S3A.1 Strategic Framework 2012-2015
- S3A.2 Strategic Planning 2005-2012
- S3A.3 Work Plans to Meet Benchmarks
- S3A.4 Safety Plan/Manual

### **Summary of Chapter Three**

Tillamook Bay's comprehensive Strategic Framework 2012-2015 provides a master plan for TBCC. The College's mission statement is the guiding force in planning. Comprehensive planning flows from the TBCC mission and core themes. The College engages in meaningful and ongoing institutional planning designed to lead to mission fulfillment. Emergency preparedness and contingency planning is designed to ensure continuity of mission critical functions. Both formal and informal opportunities for input into the planning process exist. Institutional planning is implemented and planning results are made available through the Leadership Team, College Council, Board of Education, Curriculum Committee, Strategic Enrollment Management Committee, and to other stakeholders. Tillamook Bay's comprehensive planning processes are informed by the collection of appropriately defined data that is analyzed and used for improvement in a systematic manner. Multiple data sources regarding the campus environment, institutional effectiveness, and the external environment inform the planning processes. These include external evaluations, assessment results, internal data, core theme planning, core theme objective indicators, and other institutional plans.



## **Chapter Four: Core Theme Planning, Assessment, and Improvement**

### **Introduction**

Core theme planning as described in Chapter Four is aligned with Tillamook Bay Community College's comprehensive planning as described in Chapter Three. The Strategic Framework 2012-2015 references the four core themes, particularly in the introduction and Academic Master Plan. Institutional planning supports accomplishment of TBCC's core themes while core theme planning and assessment support institutional planning. Tillamook Bay regularly and systematically collects data related to its core theme indicators, analyzes those data, and evaluates the achievement of core theme objectives. This is done primarily through an Indicators Report. The College has clearly designed procedures for evaluating institutional planning, the allocation of resources, and the application of capacity. Tillamook Bay disseminates assessment results to its constituents using internal and external methods of communication. The College also uses the results of assessments to effect improvement, and using the results of assessments is an integral part of TBCC's planning processes for the institution, core themes, programs and services, and mission fulfillment.

### **Executive Summary of Eligibility Requirements 22 and 23**

Tillamook Bay identifies and publishes the expected learning outcomes for each of its degree programs and each of its certificate programs of 45 credits or more. Learning outcomes at the program and degree levels are published in TBCC's Catalog, available in print and on the web, and applicable course syllabi. Plans are in place for regular and ongoing assessment to validate student achievement of these learning outcomes. The TBCC Assessment Group, composed primarily of teaching faculty, focuses on assessment of student learning outcomes at all levels: course, program, and institutional/degree.

The College's original Assessment Plan (2008) called for student achievement of program outcomes to be indirectly assessed through course grades and directly assessed, evaluated, and results used for improvement through Program/Discipline Review. However, evaluation of findings in TBCC's first program review, for business administration programs, in 2011-2012 revealed that assessment of student achievement of program outcomes was not very directly addressed in the program review process. Concurrently with the conclusion of that first program review, requirements for programs eligible for Perkins Funding shifted from measuring

program achievement (technical skills achievement) indirectly through course grades to directly through technical skills assessments for program completers. The TBCC Assessment Group and Curriculum Committee decided to make the shift to technical skills assessments for all programs. When a new certificate in Emergency Medical Services was added in 2010, the EMT-Basic certification exam was chosen as the technical skills assessment for that certificate. However, TBCC technical skills assessments for other programs are only now being identified to be implemented in 2013-2014.

The College's original Assessment Plan (2008) called for TBCC to first draft Institutional Learning Outcomes (ILOs) for degrees then identify assessment methods, gather evidence, review results, and use results for improvements. The first assessment cycles developed the ILOs and mapped the extent to which ILOs were taught in all degree courses plus the means through which outcomes were assessed. This provided indirect data that stimulated discussion of results and potential improvements. The Assessment Group then developed rubrics for direct assessment of student achievement on ILOs. A pilot for direct assessment of ILOs was launched in winter 2013 and will be completed in fall 2013. Based on their review of initial results from winter 2013, faculty identified a need to re-map ILOs within courses and clarify how the level of achievement should relate to degree completion. Based on complete results from the 2013 pilot, processes will be revised and all ILOs will be directly assessed in 2014-2015 using the improved processes. More information on assessment of student achievement appears in this chapter, particularly regarding the Collegiate and General Education and Workforce Development Core Themes.

Tillamook Bay systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through clearly defined evaluation and planning procedures, TBCC assess the extent to which it achieves its mission and core themes. Assessment results are used to effect institutional improvement at multiple levels through various processes. Tillamook Bay periodically disseminates core theme objective assessment results, including achievement of student learning outcomes, to TBCC constituencies. The greatest sharing has been with internal stakeholders, but TBCC is working on more ways to share with off-campus constituencies. The College regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact TBCC and its ability to ensure viability and sustainability. This is done primarily at the institutional level as described in Chapter Three. Chapter Four discusses how core theme planning and assessment is integrated with institutional planning for each of its core themes and Chapter Five discussed how assessment of mission fulfillment is integrated.

### **Overview of Core Theme Planning (3.B)**

Planning for each core theme is consistent with TBCC's Strategic Framework and guides the selection of programs and services to ensure they contribute to accomplishment of core theme objectives. Because the four core themes at TBCC align with four key aspects of the College's comprehensive mission, they are aligned with the Strategic Framework 2012-2015 and the four major institutional plans it contains. This is particularly true for the instructional area through the Academic Master Plan (AMP) within the Strategic Framework. The use of core theme assessment data to develop and inform institutional planning ensures that programs and services are aligned with accomplishment of core theme objectives.

As planning for programs and services occurs throughout the College, connections are made to the Strategic Framework and core themes. Planning for core theme programs and services then guides the selection of contributing components of those programs and services. This ensures that components of programs and services are aligned with core themes and contribute to achievement of the goals and outcomes of core theme programs and services. This is reflected in the Strategic Framework and the four functional-area plans it contains. For other programs and services that support core themes, alignment occurs at the departmental level and currently is not often documented.

Core theme planning is informed by the collection of appropriately-defined data that are analyzed and used to evaluate accomplishment of core theme objectives. This is documented in the Core Themes and Mission Fulfillment Indicators Report. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals of those programs and services. This is done at the departmental level and reflected in core theme planning and institutional planning.

### **Overview of Assessment (4.A)**

Tillamook Bay engages in ongoing, systematic collection and analysis of data as a basis for evaluating the accomplishment of core theme objectives. The Indicators Report is the primary vehicle for this practice. The College also engages in an effective system of evaluation of programs and services, wherever offered and however delivered, to evaluate achievement of clearly-defined goals or outcomes. This is most visible in the area of credit educational programs and services where faculty have a primary role and are responsible for assessment of student learning outcomes at the course, program, and degree levels through the Assessment Group.

Tillamook Bay documents student achievement of learning outcomes at the course, program, and institutional (degree) level through an effective, regular, and comprehensive system of achievement assessment. Students who complete its educational courses, programs, and degrees, whenever offered and however delivered, achieve those identified outcomes. Evaluating student achievement is done by teaching faculty and coordinated by the Assessment Group, composed primarily of faculty.

The College evaluates the alignment, connection, and integration of programs and services holistically with respect to accomplishment of core theme objectives. This is accomplished through the Indicators Report and planning processes at the departmental and institutional levels that use data regarding accomplishment of core theme objectives. Tillamook Bay also holistically evaluates the alignment, connection, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals and outcomes of its programs and services, whenever offered and however delivered, at the departmental level. These activities are documented primarily through the Leadership Team and institutional planning, although some areas have developed their own assessments.

Assessment processes at TBCC are regularly reviewed to ensure they appraise authentic achievements, yield meaningful results, and lead to improvements. This is done through the Assessment Group, Leadership Team, College Council, Strategic Enrollment Management Committee, and other established channels.

### **Overview of Improvement (4.B)**

Tillamook Bay bases results of core theme assessments and results of assessments of programs and services on meaningful and institutionally identified indicators of achievement. Core theme indicators are evaluated as part of the Indicators Report, while other assessment results at TBCC are evaluated as part of ongoing planning and assessment processes. Multiple sources of data are used for improvement by informing planning, decision-making, and allocation of resources and capacity. Departments and committees use assessment results to identify gaps and make plans for improvement. Assessment results are made available to appropriate constituencies through internal and external channels, although not always in a timely manner.

The College uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. The primary vehicles for this are the Assessment Group and Curriculum

Committee. Results of student learning assessments are also made available to appropriate constituencies in a timely manner. This is done through the Assessment Group, Curriculum Committee, and electronic communications to faculty. More could be done to make results available to students, other campus constituencies, and the public in a timely manner.

## **Collegiate and General Education Core Theme**

The Collegiate and General Education Core Theme embodies one of four areas that reflect essential elements of TBCC's mission as a college seeking to serve the educational needs of its community. This core theme includes the educational programs of Associate of Arts Oregon Transfer (AAOT) degree, Associate of Science (AS) degree, Associate of Science Oregon Transfer in Business (ASOT-Business) degree; Associate of General Studies (AGS) degree, Oregon Transfer Module (OTM), and general education/lower division collegiate credit courses. The objectives for this core theme focus on students (1) making consistent and timely progress toward educational goals (Progress), (2) earning associate degrees in a timely manner or transferring with success (Completion), and (3) achieving expected learning outcomes at the course, program, and institutional (degree) levels (Achievement). The eleven achievement indicators for the Collegiate and General Education Core Theme include measures of persistence (such as credit accumulation as well as term-to-term and fall-to-fall persistence), completion/transfer (such as degree completion, transfer rates, and success after transfer), and achievement of student learning outcomes.

Planning, assessment, and improvements for the Collegiate and General Education Core Theme take place through multiple processes at a variety of levels. Core theme planning aligns with planning for core theme objectives directly through the Indicators Report. That document explicitly links data analysis on indicators of student credit accumulation, persistence, degree completion, successful transfer, and student learning with plans for improvement. Planning, assessment, and improvement of programs and services are linked through strategic planning and less directly through departmental plans. Action tasks (work plans) for the Chief Academic Officer, Library Director, Curriculum Committee, Assessment Group, and Student Services in the Academic Master Plan are most directly related to the Collegiate and General Education Core Theme. However, action tasks incorporated in the Strategic Enrollment Management Plan and Technology Plan also support the Collegiate and General Education Core Theme.

### **Collegiate and General Education Core Theme Planning (3.B)**

Planning for the Collegiate and General Education Core Theme aligns with TBCC's Strategic Framework and guides the selection of programs and services. In turn, those core theme programs and services are aligned with and contribute to accomplishment of the Collegiate and General Education Core Theme's objectives in Progress, Completion, and Achievement. Core theme planning begins with the Indicators Report, which includes data and evaluation of each core theme objective indicator.

The analysis and evaluation in the Indicators Report then informs plans within TBCC's Strategic Framework. For example, analysis of results for Indicator I.B.2, Transfer Rates, led to the conclusion that TBCC should "work to increase transfer of students to four-year institutions." Objective B.2, specific to the Collegiate and General Education Core Theme, in the Academic Master Plan within the Strategic Framework 2012-2015 is to "emphasize degree completion and successful transfer." Action tasks are continuing the two-year degree guarantee for transfer degrees, expand support for transfer students, educate faculty/staff on student transfer, and promote "Transfer Day" activities. In such ways, core theme planning aligns with institutional planning and guides selection of programs and services.

Planning for the Collegiate and General Education Core Theme's programs and services guides the selection of contributing components of those programs and services through planning at the institutional and departmental levels. This ensures alignment between core theme objectives and the goals of core theme programs and services. The programs and services that support the Collegiate and General Education Core Theme include components of all functional programs and service areas of the College. The Collegiate and General Education Core Theme represents the largest single component, approximately 40%, of total student FTE. It is logical that such a major element of the College's activity involves the widest array of supportive programs and services. Functional areas provide support to this core theme in a variety of ways. For example, the instructional area provides support for curricular and student learning assessment activities. The Library provides information resources for teaching and learning in transfer and general studies areas. Information Technology provides technology and services for students, faculty, and staff to better serve learning as well as computer lab updates and software. The Facilities Department provides, maintains, and improves College facilities to support transfer education offerings. Student Services provides advising, orientation, student enrollment and registration, and grades and transcripts.

Planning for the Collegiate and General Education Core Theme itself takes place through the collection and analysis of data to evaluate accomplishment of core theme objectives. This is

documented within the Indicators Report. The Collegiate and General Education Core Theme's three objectives are addressed by eleven achievement indicators. Earning fifteen college-level credits in one year (Indicator I.A.1), earning thirty college-level credits in one year (Indicator I.A.2), term-to-term persistence (Indicator I.A.3), and fall-to-fall persistence (Indicator 1.A.4) address the Progress objective for the Collegiate and General Education Core Theme. Associate degree completion (Indicator I.B.1), transfer rates (Indicator I.B.2), performance after transfer (Indicator I.B.3), and progress of transfer students (Indicator I.B.4) address the Completion objective. The Achievement objective is addressed by data regarding course learning outcomes (Indicator I.C.1), general education outcomes (Indicator I.C.2), and Institutional Learning Outcomes (Indicator I.C.3).

At the departmental level, planning for programs and services is also informed by the collection and analysis of data to evaluate achievement of the goals of programs and services. Additional supplementary data for evaluation of programs and services supporting the Collegiate and General Studies Core Theme include course evaluations, enrollment reports, student FTE comparisons, the full-time/part-time faculty ratio, faculty evaluations, student survey results, informal assessments, and student engagement surveys (SENSE, CCSSE).

## **Collegiate and General Education Assessment (4.A)**

### ***Assessment of Core Theme Objectives, Programs, and Services***

Tillamook Bay engages in collection and analysis of data as a basis for evaluating the accomplishment of objectives for Progress, Completion, and Achievement within the Collegiate and General Education Core Theme. The College evaluates the accomplishment of those core theme objectives through collection and analysis of data on the achievement indicators for this core theme. The Indicators Report arranges data and evaluation by objectives and indicators. The collection and analysis of data in the Indicators Report for the Collegiate and General Education Core Theme is inclusive, with eleven achievement indicators. However, that extensive number of indicators makes summarizing results for stakeholders a challenge. In the past two years, the State of Oregon has instituted Achievement Compacts for community colleges and has begun moving toward outcomes-based funding using a more limited set of measures. In light of those changes, TBCC plans to review its Collegiate and General Education Core Theme indicators to determine if a smaller set of meaningful indicators would be more appropriate.

Review of data demonstrates that TBCC's performance needs attention and ongoing improvement on Objective I.A (Progress) for the Collegiate and General Education Core Theme.

Results for students earning fifteen credits in one year and term-to-term persistence were near target. However, results for students earning thirty credits in one year and persisting from fall-to-fall were below target expectations (see Table 4.1). The Indicators Report (2013) suggested that implementing Foundations of Excellence (2011-2012) and Achieving the Dream (2012-2015) improvement plans should improve student persistence and retention. Activities are embedded in the Academic Master Plan and Strategic Enrollment Management Plan that will support improvement on this objective. For example, strengthening advising by establishing a mandatory academic plan for all degree-seeking students was a Foundations of Excellence recommendation that is embedded in both the Academic Master Plan and Strategic Enrollment Management Plan. Career Education Plans were implemented in 2012-2013. Another Foundations of Excellence item, more consistent expectations in courses, is also an action item in both the Academic Master Plan and Strategic Enrollment Management Plan. Finally, retention and completion have been identified as an Achieving the Dream focus that addresses an Academic Master Plan objective (“emphasize degree completion”) and Strategic Enrollment Management Plan focus areas (“retention of current students” and “completion of student goals”).

Table 4.1 – Collegiate and General Education **Progress Objective**

Indicator of Achievement	Results	Target	
Earning 15 college-level credits in 1 year	21.2%	20.0%	→
Earning 30 college-level credits in 1 year	17.0%	20.0%	↓
Term-to-Term Persistence (Retention)	68%	65%	→
Fall-to-Fall Persistence (Retention)	41%	50%	↓

Review of data demonstrates that TBCC’s performance is below the target levels for most indicators on Objective I.B (Completion) for the Collegiate and General Education Core Theme. Results for associate degree completion, transfer rates, and performance after transfer all fell short of targets, while the result for progress of transfer students was almost equal to the target (see Table 4.2). Further analysis of data in the Indicators Report (2013) reveals that TBCC has been above the average of Oregon community colleges in associate degree completion since 2006 as well as regarding its graduation cohort data. Although transfer rates are below the established target (an average for Oregon’s seventeen community colleges), they had been steadily improving at TBCC until 2010-2011. Activities in the Academic Master Plan address goals to increase student transfer and degree completion. These include advisor training, promoting the University Transfer Day, and increasing student and faculty access to transfer guides. Data analysis also reveals that students’ performance after transfer is near that of other community college transfer students and progress of former TBCC students into a second year beyond transfer is almost equal to the College’s target (the statewide target).

Table 4.2 - Collegiate and General Education **Completion Objective**

Indicator of Achievement	Results	Target	
Associate Degree Completion	23.10%	31.60%	↓
Transfer Rates	11.65%	15.20%	↓
Performance after Transfer	2.88 GPA	3.04 GPA	↓
Progress of Transfer Students	79.4%	80.0%	→

Review of data indicates that Tillamook Bay's performance exceeds targets on Objective I.C (Achievement) for the Collegiate and General Education Core Theme. Quantitative results for this objective currently rely on indirect evidence while TBCC implements more direct assessment of student learning outcomes. Results for course learning outcomes and general education program outcomes show student achievement at almost 85%, exceeding 80% targets. Direct assessment of general education program outcomes is still being developed. Results for ILOs show lower division collegiate courses addressing outcomes above a moderate (2.0) level (see Table 4.3). Analysis of data for the Collegiate and General Education Core Theme objective for Achievement in the Indicators Report shows that students are doing well at the course, program, and degree level. Direct assessment of ILOs was piloted in winter 2013 and will be completed in fall 2013. As that work is completed, the data to measure that indicator too will become more meaningful for analysis.

Table 4.3 - Collegiate and General Education **Achievement Objective**

Indicator of Achievement	Results	Target	
Course Learning Outcomes (successful course completion)	84%	80%	↑
General Education Program Outcomes (successful completion)	84%	80%	↑
Institutional Learning Outcomes (courses addressing outcomes)	2.19	2.00	↑

Tillamook Bay engages in an effective system of evaluation of its programs and services that support objectives of the Collegiate and General Education Core Theme to evaluate achievement of clearly identified program outcomes. Non-academic programs and services that support this core theme are evaluated primarily at the institutional level through strategic planning activities which include formal and informal assessments, gap analyses, and action plans. Components of those programs and services specific to the Collegiate and General Education Core Theme include the Academic Master Plan, Strategic Enrollment Management Plan, Assessment Plan, Library Assessment Plan, Technology Plan, data from formal surveys such as CCSSE and SENSE, and informal evaluations. At the institutional level, TBCC integrates references to core themes and their objectives in the Strategic Framework, but explicit

references in assessment of non-academic programs and services at the departmental level are currently not documented on a regular basis.

As described in the previous section, evaluation of educational programs and services takes place through core theme assessment and assessment of student achievement. Assessments of student learning outcomes for the Collegiate and General Education Core Theme takes place at course, program, and degree levels. Student learning outcomes at the course level are identified in Course Content and Outcomes Guides (CCOGs) for all lower division collegiate courses. Course outcomes are also published in course syllabi. Program outcomes are identified for the required components of general education (arts and letters, mathematics, science or computer science, social science, speech/oral communication, and writing) for transfer degrees. General education outcomes also exist for cultural literacy and information literacy, but those outcomes are embedded in specific courses. Course criteria and outcomes for general education are published in the TBCC Catalog, and general education faculty are asked to include appropriate references to general education program outcomes in their syllabi. Degree learning outcomes at TBCC are expressed as Institutional Learning Outcomes (ILOs) for TBCC students. Tillamook Bay's ILOs are published in the TBCC Catalog as well as referenced in course syllabi.

Coordination and evaluation of student learning outcomes assessment and assessment processes are the responsibility of the Assessment Group. The Assessment Group is the primary campus workgroup on assessing student learning at the course, program, and degree levels as well as evaluating results and recommending improvements. The Assessment Group also serves as a forum to facilitate dialog on assessment issues, including institutional assessment and data. The Assessment Group, the majority of which are faculty with teaching responsibilities, is charged with on-going monitoring, implementation, and continuous improvement of student learning assessment at the course, program, and degree levels.

### ***Assessment of Student Achievement***

The College documents that students who complete its educational courses, programs, and degrees achieve identified course, program, and Institutional Learning Outcomes (ILOs). Student learning outcomes at the course level are assessed within courses by faculty. Each CCOG includes course outcomes and assessment strategies. Each faculty member is responsible for following the CCOG and assessing course learning outcomes within their own courses. Student achievement is indirectly reflected in course grades. Successful completion of lower division collegiate courses is consistently above 80%. Direct assessment of learning outcomes at the course level and use of results for improvement is documented through a

Request for Information Form from faculty on these topics. Responses detail assessment of course outcomes, analysis of assessment results, and improvements implemented as a result of that analysis. For example, an online writing instructor revised a student forum assignment in response to poor student performance on course outcomes related to (a) reading actively, thinking critically, and writing purposefully and capably for academic and, in some cases, professional audiences; (b) locating, evaluating, and ethically utilize information to communicate effectively; and (c) credit source material using a discipline-appropriate documentation style and avoid plagiarism as demonstrated in individual assignments. After revision of the assignment, achievement on writing assignments improved for students.

Student learning outcomes for the general education program are relatively new to TBCC. Tillamook Bay uses students achieving successful completion of transfer courses as a proxy. Although results are positive, ranging between 82% and 85% during the Fall Term 2011 to Spring Term 2012 period, this is an indirect measure of student learning. Tillamook Bay adopted statewide criteria and learning outcomes for general education areas in 2010. However, these outcomes are broad goals rather than readily-measurable, discrete outcomes. General education outcomes have been incorporated into course syllabi, but TBCC is still working on directly assessing student achievement on those outcomes. A program review for general education is being concluded that will be a vehicle for reviewing TBCC's general education courses as well as for developing a plan to assess student achievement of general education outcomes more directly.

Student learning outcomes for the general and transfer degrees are TBCC's ILOs. Course syllabi identify which of these outcomes are addressed to a significant extent in any given course. Tillamook Bay also completed a matrix in 2009-2010 that identified the extent to which courses addressed ILOs. Faculty were asked to identify which ILOs were not applicable (score = 0), addressed to a limited degree (score = 1), addressed to a moderate degree (score = 2), or addressed to a high degree (score = 3) in courses they taught. The results were shared with the Assessment Group and provide a proxy assessment of student achievement of ILOs for the Indicators Report. Results show ILOs addressed in lower division collegiate courses to a higher degree than in career and technical education courses. The average for lower division collegiate courses was 2.18 on a 3.0 scale, compared to 1.80 for career and technical education courses. In 2010-2011, the Assessment Group created rubrics for each of the ILOs with particular emphasis on the four Communication Skills ILOs. In winter 2013, direct assessment of ILOs in the Lifelong Learning and Communications Skills areas took place. This pilot established processes for assessment of ILOs in the remaining areas (Thinking Skills, Cultural Awareness, and Professional Competence) to be completed in fall 2013. Data and analysis of

the results from these efforts will lead to a revision of the course matrix and improved processes for directly assessing ILOs.

### ***Holistic Evaluation***

Through its multi-level review of Indicator Report results, TBCC holistically evaluates programs and services with respect to accomplishment of the Collegiate and General Education Core Theme objectives. Results from those evaluations inform institutional gap planning, the Strategic Framework, and work plans (activities). The current process assumes that programs and services that contribute to this core theme contribute to the related objectives. Although holistic evaluation of programs and services happens as part of TBCC's strategic planning activities, evaluation of those programs and services with respect to accomplishing core theme objectives is still evolving at TBCC. The programs and services that support the Collegiate and General Education Core Theme were first identified and aligned as part of TBCC's Self Study Report 2010. The College continues to work to develop and institutionalize a process for direct evaluation of programs and services with respect to accomplishment of core theme objectives.

Tillamook Bay evaluates planning, resources, capacity, practices, and assessment holistically with respect to achievement of the goals and outcomes of its Collegiate and General Education Core Theme programs and services. This is done through the Curriculum Committee and TBCC's institutional planning activities. Strategic planning involves inputs from formal and informal assessments of programs and services, including learning outcomes assessment. Results of assessments inform plans within the Strategic Framework and influence activity priorities. For example, a Foundations of Excellence recommendation to "revise student evaluation of courses to explicitly address engagement practices" that was based on SENSE, CCSSE, and other data, became part of the Academic Master Plan within the Strategic Framework 2012-2015. An Action Task for Objective A.2 ("Provide comprehensive programs and services to...support student success.") matching the Foundations of Excellence recommendation led to a shift to online course evaluations and the revision of a question regarding engagement in 2012-2013.

### ***Review of Assessment Processes***

Tillamook Bay regularly reviews its assessment processes to ensure they appraise achievements and that results lead to improvements. Coordination and evaluation of planning and general assessment processes are the responsibility of the Planning and Steering Committee and Leadership Team. The Planning and Steering Committee is responsible for on-going monitoring, implementation, and continuous improvement of the self-evaluation process, as well as on-

going monitoring, implementation, and continuous improvement of the College's strategic plan development and review. Pending accreditation, these responsibilities of the Planning and Steering Committee will pass to College Council and other committees.

The Leadership Team ensures communication, data gathering, and clear communication on issues and decisions. The Leadership Team also is charged with collaboration on data needs for better decision making. For the Collegiate and General Education Core Theme, the focus of both groups is on processes that facilitate admissions, enrollment, persistence, and learning for degree-seeking students in general education courses and degrees.

The Assessment Group evaluates processes for assessment at the course, program, and degree level through their review of findings and processes in the Indicators Report and from other sources. The Collegiate and General Education elements reviewed include indicators of student progress and completion, course outcome assessment for lower division collegiate courses, program assessment for the General Education program, and ILOs in lower division collegiate courses.

### **Collegiate and General Education Improvement (4.B)**

Results of core theme assessments for the Collegiate and General Education Core Theme are based on achievement indicators, many of which are measures previously used at TBCC and/or Key Performance Measures for Oregon community colleges. Other measures were used as Student Success Indicators (Milestones and Momentum Points) for Oregon's community colleges in 2009-2011. The College adopted these indicators not only because they are meaningful for TBCC, but also because they figure in TBCC's accountability to external stakeholders. Most of the measures in Oregon's community college Achievement Compacts and proposed outcomes-based funding metrics are similar to TBCC indicators, although using Achievement Compact data for evaluation can be problematic because only numbers are provided, not percentages. This does not allow for comparison with other individual community colleges in Oregon or all seventeen community colleges collectively.

Through core theme planning and institutional planning processes, results of assessments are used for improvement. Results inform planning, decision-making, and allocation of resources and capacity. For example, the indicators related to the Progress objective for the Collegiate and General Education Core Theme will be meaningful for gauging the effectiveness of strategies implemented and resources allocated as part of the Academic Master Plan and implementation of Achieving the Dream plans. The Strategic Framework 2012-2015 represents a start on assessing programs and services using goals for those programs and service for the

functional areas covered by the four plans (academic, enrollment management, technology, and facilities). Achievement indicators for other programs and services may be used internally at the department level but are not consistently documented.

Results of assessments are made available to appropriate constituencies, but the distribution of information is not always timely due to delays in data reporting. Current distribution is primarily to campus stakeholders. The main audiences for distribution of assessment results and examples of their use for improvement are the Assessment Group, Curriculum Committee, College Council, Strategic Enrollment Management Committee, and Leadership Team. Assessment results and accomplishments are also shared with staff at in-service meetings. Summary documents on TBCC core themes, objectives, and indicators results were shared widely with campus constituencies in 2010-2011, but TBCC is still seeking a way to simplify results for a wider audience. A draft “report card” on core theme objectives was created for internal stakeholders, but was confusing to some, the Assessment Group continues to work on summarizing student achievement results for sharing with additional faculty and stakeholders. Approaches suggested for sharing results include more information on the TBCC website and information summarized and highlighted in the TBCC Annual Report and/or news releases.

Review of the results for the Collegiate and General Education Core Theme in the most recent Indicators Report shows that TBCC is substantially achieving expectations on Progress and Achievement objectives, but is not meeting the Completion objective. The review resulted in several specific recommendations to improve student progress and completion. These include:

- Implementing Foundations of Excellence (2011-2012) and Achieving the Dream (2012-2013) improvement plans (and related items in the Academic Master Plan and Strategic Enrollment Management Plan) to improve student persistence and completion;
- Making improvements to foster university transfer that include improvement of transfer advising and increasing the connections with the Oregon State University Open Campus site in Tillamook; and
- Studying indicators further, particularly regarding ways to compare TBCC’s performance with other Oregon community colleges and set targets for achievement where Achievement Compact data is being used.

The Assessment Group regularly revises assessment practices as necessary. Assessment of lower division courses, the general education program, and institutional (degree) outcomes are associated with the Collegiate and General Education Core Theme. Assessment of student learning relates directly to the Achievement objective and indicators at the course, program, and degree levels. Review of results on those indicators and other results by the Assessment

Group, Faculty Curriculum Committee, and others led to specific recommendations to improve assessment of student learning. Among these are:

- Set receiving at least one completed Request for Information form (regarding course-level assessment of student learning outcomes) from every faculty member each year as a target.
- Include focus on assessment of general education learning outcomes as part of focus on direct assessment of programs in 2013-2014.
- Continue using rubrics for ILOs to collect direct evidence of student learning, using analysis of that evidence to implement improvements, and revising processes as needed.

### **Collegiate and General Education Core Theme Concluding Analysis**

The Collegiate and General Education Core Theme is one of four core themes for TBCC. Objectives for Progress, Completion, and Achievement are measured by eleven achievement indicators that include measures of persistence, degree completion and transfer, and student learning outcomes. Although core theme planning starts with the Indicators Report, it takes place through multiple processes at a variety of levels. Planning is also aligned with institutional planning through the Strategic Framework as well as less formal processes. Both institutional and core theme planning guides selection of programs and services that contribute to the accomplishment of Collegiate and General Education Core Theme objectives. The components of this core theme's programs and services include components of all functional program/service areas of the College. Evaluating programs and services includes data on the eleven indicators of achievement on the three Collegiate and General Education Core Theme objectives as well as additional supplementary data. However, TBCC will consider if eleven indicators are too many in light of recent developments in state-level accountability and the goal of publicizing results to a wider audience.

Review of TBCC's performance on the Collegiate and General Education Core Theme's objectives reveals that TBCC is achieving some objectives for this core theme, but areas for improvement, particularly related to the Completion objective, exist. Fall-to-fall persistence is low compared to term-to-term persistence. Students at TBCC lag behind Oregon targets for associate degree completion and transfer rates. Activities in the Academic Master Plan and Strategic Enrollment Management Plan based on Foundations of Excellence recommendations as well as participation in Achieving the Dream will assist in addressing these challenges. Achievement on student learning outcomes for the Collegiate and General Education Core Theme is strong, but assessment of program outcomes is indirect. More direct assessment of program outcomes is an agenda item for TBCC's Assessment Group.

## **Workforce Development Core Theme**

The Workforce Development Core Theme embodies another essential element of TBCC's mission as a comprehensive community college seeking to serve the educational needs of its community. This core theme includes Associate of Applied Science (AAS) degree programs, certificates of completion, credit courses in career and technical education (CTE), non-credit courses offered to support workforce training (occupational preparatory and occupational supplemental adult continuing education), contracted training, and small business and economic development activities. The objectives for this core theme focus on: (1) students making consistent and timely progress toward educational goals (Progress); (2) earning certificates, degrees, and/or certification in a timely manner prepared to enter today's workforce (Completion); and (3) achieving expected learning outcomes at the course, program, and institutional levels (Achievement). The thirteen achievement indicators for the Workforce Development Core Theme include measures of persistence (such as technical and academic skill attainment, nontraditional participation, and employer satisfaction) and completion/transfer (such as degree or certificate completion, nontraditional completion, and student placement) as well as performance on student learning outcomes. Most of the indicators and most of the activities for this core theme involve credit instruction.

As with the Collegiate and General Education Core Themes, planning, assessment, and improvement for the Workforce Development Core Theme takes place through multiple processes at a variety of levels. Planning directly aligns through the Indicators Report. That document explicitly links data analysis on indicators such as skills attainment, retention or transfer, employer satisfaction, degree and certificate completion, and student learning with plans for improvement. Planning, assessment, and improvement of programs and services are linked through strategic planning and less directly through departmental plans. Most directly related are action tasks for the Chief Academic Officer, Library Director, Curriculum Committee, and Assessment Group in the Academic Master Plan. However, action tasks for the Strategic Enrollment Management Committee, Student Services, and Leadership Team incorporated in the Academic Master Plan as well as activities in the Strategic Enrollment Management Plan, Technology Plan, and Facilities Plan also support the Workforce Development Core Theme.

### **Workforce Development Core Theme Planning (3.B)**

Planning for the Workforce Development Core Theme aligns with TBCC's Strategic Framework and guides the selection of programs and services. Those core theme programs and services are aligned with and contribute to accomplishment of the Workforce Development Core Theme's objectives in Progress, Completion, and Achievement. Core theme planning begins

with the Indicators Report, which includes data and analysis/evaluation of each core theme objective indicator. The analysis/evaluation in the Indicators Report then informs plans within TBCC's Strategic Framework. For example, analysis of Indicator II.C.2, Program Learning Outcomes, in the Indicators Report (2011), led to the implementation of academic program/discipline reviews. Analysis of Indicators II.A.1, Technical Skills Attainment, and II.C.2, Program Learning Outcomes, in the Indicators Report (2013), led to a more specific recommendation to implement technical skills assessments for all career and technical education programs. Objective A.5 of the Academic Master Plan is to implement comprehensive methods to assess all programs and an Action Task for A.5 is to "implement more direct assessments of program...outcomes and demonstrate use of results." In these ways, core theme planning aligns with institutional planning and guides selection of programs and services that contribute to the accomplishment of core theme objectives.

Planning for the Workforce Development Core Theme's programs and services guides the selection of contributing components of those programs and services through planning at the institutional and departmental levels. This ensures alignment between core theme objectives and the intended outcomes of core theme programs and services. As with the Collegiate and General Education Core Theme, the programs and services that support the Workforce Development Core Theme include components of all functional programs and service areas of the College. The Workforce Development Core Theme represents approximately 25% of total student FTE and approximately 35% of credit FTE.

Functional areas provide support to this core theme in a variety of ways. For example, the instruction area includes career and technical education courses; AAS degrees; certificates of completion; noncredit courses that support workforce development; the Curriculum Committee which sets course and program requirements; and the Assessment Group which coordinates course, program, and Institutional Learning Outcomes assessment activities. The CASE Grant is providing career coaching and developing a mentorship program. The Library provides information resources to support career and technical education courses and programs, career outlook and resume materials, and access to technology to complete career and technical education course assignments. The Business Office manages charges for classes, generates financial statements, and manages grants for career and technical education programs. Student Services provides advising to students who need help with courses to build job skills as well as supplies admission, registration, and support assistance. Facilities and safety provide clean modern facilities, a safe environment, and evening services, and the Development Office engages community partners. In a final example, the Economic and Small Business Development Center directs clients toward college courses that will benefit their businesses and provides input as to what types of courses would benefit clients.

Planning for the Workforce Development Core Theme is informed by the collection of data that are analyzed and used to evaluate accomplishment of core theme objectives. This is done within the Indicators Report. Data on thirteen achievement indicators are used to address the Workforce Development Core Theme's three objectives. Technical skill attainment (Indicator II.A.1), academic skill attainment (Indicator II.A.2), student retention or transfer (Indicator II.A.3), nontraditional participation (Indicator II.A.4), customized training employer satisfaction (Indicator II.A.5), and contracted trainings (Indicator II.A.6) measure the Progress objective for the Workforce Development Core Theme. The objective for Completion is measured by career and technical degree or certificate completion (Indicator II.B.1), nontraditional completion (Indicator II.B.2), student placement (indicator II.B.3), and licensure/certification rates (Indicator II.B.4). Data regarding course learning outcomes (Indicator II.C.1), certificate and degree program outcomes (Indicator II.C.2), and Institutional Learning Outcomes (Indicator II.C.3) assess the Achievement objective. Additional supplementary data for evaluation of programs and services that support this core theme include course evaluations, enrollment reports, program reviews, student FTE comparisons, faculty evaluations, informal assessments, input from advisory committees, and student engagement surveys (SENSE, CCSSE). In addition to internal college planning, external partners (including k-12 education and local employers) are involved in plans for workforce development. These partners include the Tillamook Education Consortium (composed of the Education Service District, TBCC, and the three Tillamook County school districts), the Industrial Maintenance Technology (IMT) Consortium (an advisory group led by local industry), and an Agriculture and Natural Resources advisory group (approximately twenty representatives of employers, agencies, k-12 education, and Oregon State University) engaged by TBCC to explore opportunities and feasibility for a new program at the College.

## **Workforce Development Assessment (4.A)**

### ***Assessment of Core Theme Objectives, Programs, and Services***

The collection and analysis of data from achievement indicators is the basis for evaluating the accomplishment of the Workforce Development Core Theme's objectives for Progress, Completion, and Achievement. The Indicators Report arranges data and evaluation by indicators grouped by core theme objectives. The collection and analysis of data in the Indicators Report is ample and includes thirteen achievement indicators for the Workforce Development Core Theme. However, as with the Collegiate and General Education Core Theme, results for this large number of indicators for one theme are challenging to summarize for stakeholders. In the past two years, the State has instituted Achievement Compacts for

community colleges and has begun moving toward outcomes-based funding using a more limited set of measures. In light of those changes, the College plans to review its Collegiate and General Education Core Theme and Workforce Development Core Theme indicators to determine if a smaller set of indicators would be more appropriate.

Review of data confirms that TBCC is achieving most indicators on Objective II.A (Progress) for the Workforce Development Core Theme, although there are opportunities for improvement. Results for technical skills attainment were not available because no data was reported, something TBCC will address as it implements more direct assessment of programs. Results for student retention or transfer, nontraditional participation, and employer satisfaction all are above targets (see Table 4.4). Although academic skills attainment fell slightly below the target, analysis of longitudinal data in the 2013 Indicators Report shows that TBCC has met targets for academic skill attainment in the previous four data years. The technical skills attainment indicator is transitioning to direct, verified skills assessments, which should increase the strength of that indicator when implemented. Contracted trainings fell below target with only 13 training conducted, but those training served 162 employees. The College is continuing to work with local employers to identify and provide trainings.

Table 4.4 – Workforce Development **Progress Objective**

Indicator of Achievement	Results	Target	
Technical skills attainment	No Data	75%	No Data
Academic skills attainment	89%	93%	→
Student retention or transfer	87%	75%	↑
Nontraditional participation	31%	23%	↑
Customized training employer satisfaction	100%	96%	↑
Contracted trainings	13	20	↓

Review of data verifies that TBCC has challenges with Objective II.B (Completion) for the Workforce Development Core Theme. Results for credential, certificate, or degree completion and student placement fell below targets, while the licensure/certification result just met the target (see Table 4.5). Nontraditional completion was the only indicator above the target, although it was below the previous year's target by a similar margin. Student placement data illustrates the extremes produced by variation in small numbers of career and technical education student concentrators at TBCC. Student placement was only 50% for the most recent data year and was 0% in the previous year; however, placement was 100% in the preceding four years. Overall results for the Completion objective, like those for the Collegiate and General Education Core Theme's Completion objective, support TBCC's focus on completion of certificates and degrees since 2011-2012. Results from TBCC's participation in the CASE grant,

Foundations of Excellence, and Achieving the Dream—which all target student completion—should lead to improvements on these indicators and address items in the Academic Master Plan.

Table 4.5 - Workforce Development **Completion Objective**

Indicator of Achievement	Results	Target	
Credential, certificate or degree completion	31%	53%	↓
Nontraditional completion	67%	60%	↑
Student placement	50%	75%	↓
Licensure/certification rates	65%	65%	→

Review of data demonstrates that TBCC's performance exceeds expectations on course learning outcomes, is not being directly assessed at the program level, and is below target at the institutional (degree) level for Objective II.C (Achievement) for the Workforce Development Core Theme (see Table 4.6). Results for course learning outcomes show achievement above the 80% target for successful course completion. However, results for this objective mostly rely on indirect evidence as TBCC implements more direct assessment of student learning outcomes at the program and degree levels. The level that faculty perceive ILOs being addressed in career and technical education courses is currently being used as a proxy for the Institutional Learning Outcomes indicator. Direct assessment of ILOs is being carried out for the first time in winter 2013 and fall 2013. Data was not yet available for career and technical education program outcomes for this report because faculty are still working to implement direct assessment of student achievement on program learning outcomes through the use of technical skills assessments. As work is completed on implementing more direct assessments, the data for this objective will become more meaningful for analysis.

Table 4.6 - Workforce Development **Achievement Objective**

Indicator of Achievement	Results	Target	
Course Learning Outcomes (successful course completion)	87%	80%	↑
CTE Program Outcomes (technical skills attainment)	No Data	75%	No Data
Institutional Learning Outcomes (courses addressing outcomes)	1.80	2.00	↓

Tillamook Bay engages in a comprehensive system of evaluation of its programs and services that support objectives of the Workforce Development Core Theme. Non-academic programs and services that support this core theme are evaluated primarily at the institutional level through strategic planning activities which include formal and informal assessments, gap analyses, and action plans. Components of those programs and services specific to the Workforce Development Core Theme include the Academic Master Plan, Strategic Enrollment

Management Plan, Assessment Plan, Library Assessment Plan, Technology Plan, data from formal surveys such as CCSSE and SENSE, input from employers, and informal evaluations. At the institutional level, TBCC integrates references to core themes and their objectives in the Strategic Framework, but explicit references in assessment of non-academic programs and services at the departmental level need development.

Evaluation of educational programs and services takes place through core theme assessment and through assessment of student learning outcomes. Assessment of student learning outcomes for the Workforce Development Core Theme takes place at course, program, and degree levels. Student learning outcomes at the course level are identified in CCOGs and syllabi for all career and technical education courses. Program outcomes are identified for all certificates and AAS degrees. Outcomes for degrees and certificates are published in the TBCC Catalog and included in syllabi. Likewise, ILOs are published in the TBCC Catalog as well as referenced in course syllabi. Coordination and evaluation of student learning outcomes assessment and assessment processes are the responsibility of the Assessment Group. The Assessment Group is the primary campus workgroup on assessing student learning at the course, program, and degree levels as well as evaluating results and recommending improvements. The Assessment Group, the majority of which are faculty with teaching responsibilities, also serves as a forum to facilitate dialog on assessment issues, including institutional assessment and data.

### ***Assessment of Student Achievement***

The College documents that students who complete its educational courses, programs, and degrees achieve identified course, program, and degree learning outcomes. Student learning outcomes at the course level are assessed within courses by faculty. Each CCOG includes course outcomes and assessment strategies. Each faculty member is responsible for following the CCOG and assessing course learning outcomes within their own career and technical education courses. Student achievement is indirectly reflected in course grades. Successful completion of career and technical education courses is consistently above 80%. Direct assessment of learning outcomes at the course level and use of results for improvement are documented through a Request for Information Form collected from faculty. Responses detail assessment of course outcomes, analysis of assessment results, and improvements implemented as a result of that analysis. For example, a Culinary Arts instructor revised classroom practices and assignment instructions based on student achievement of outcomes related to gaining proficiency in practical food production, practicing food-handling skills, and demonstrating skills in food production and product knowledge while maintaining quality

standards. As a result of the changes, student achievement on the related course outcomes improved.

Student learning outcomes for career and technical education programs are not new to TBCC. Program outcomes are included in the TBCC Catalog and course syllabi. However, direct assessment of those outcomes is evolving. Tillamook Bay uses students achieving successful completion of career and technical education courses as a proxy. Although results are positive, ranging between 85% and 89% during the fall 2011 to spring 2012 period, this is an indirect measure of student learning. Tillamook Bay completed its first independent program review, for business administration programs, in 2011-2012. The program review evaluated learning outcomes and student performance in business programs. A review of the criminal justice program in 2013-2014 will do the same for that program. The College is also in the process of adopting technical skills assessments for career and technical education programs that will provide more direct assessment of program outcomes.

Student learning outcomes for the AAS degree are TBCC's ILOs. Syllabi identify which of these outcomes are addressed to at least a moderate degree in any given course. Tillamook Bay also completed a matrix in 2009-2010 that identified the extent to which courses addressed ILOs. Faculty were asked to identify which ILOs were not applicable (score = 0), addressed to a limited degree (score = 1), addressed to a moderate degree (score = 2), or addressed to a high degree (score = 3) in courses they taught. The results were shared with the Assessment Group and provided a proxy assessment of student achievement of ILOs for the Indicators Report. Results showed ILOs addressed in career and technical education courses to a lower degree than in lower division collegiate courses. The average for lower division collegiate courses was 2.18 on a 3.0 scale compared to 1.80 for career and technical education courses. In 2010-2011, the Assessment Group created rubrics for each of the ILOs with particular emphasis on the four Communication Skills ILOs. In winter of 2013, direct assessment of ILOs in the Lifelong Learning and Communications Skills areas took place. This pilot established processes for assessment of ILOs in the remaining areas (Thinking Skills, Cultural Awareness, and Professional Competence) to be completed in fall 2013. Data and analysis of the results from these efforts will lead to a revision of the course matrix, particularly regarding career and technical education courses.

### ***Holistic Evaluation***

Through its multi-level review of Indicator Report results, TBCC evaluates programs and services holistically with respect to accomplishment of Workforce Development Core Theme objectives. Results from those evaluations inform institutional gap planning, the Strategic Framework, and work plans (tasks/activities). Initial analysis is at the indicators levels. The

current process assumes that programs and services that contribute to each core theme contribute to the related objectives. Tillamook Bay's strategic planning activities also evaluate programs and services, but evaluation of those programs and services with respect to accomplishing core theme objectives is still evolving at TBCC. Although the programs and services that support the Workforce Development Core Theme were first identified and aligned as part of TBCC's Self Study Report 2010, TBCC is still working to develop and institutionalize a process for direct evaluation of programs and services with respect to accomplishment of core theme objectives.

Tillamook Bay evaluates factors holistically with respect to achievement of the goals or intended outcomes of its Workforce Development Core Theme programs and services. This is done primarily through TBCC's strategic planning activities with inputs from formal and informal assessments of programs and services, including learning outcomes assessments that relate to this core theme. Results of programs and services assessments inform plans within the Strategic Framework and influence activity priorities. For example, gap analysis by faculty, including evaluation of results of Workforce Development Core Theme indicators, led to Academic Master Plan Objective D.2, "develop a signature program or function that makes TBCC a first choice institution." Action Tasks for D.2 are to explore an Agriculture and Natural Resources program, to explore a potential "niche" for TBCC, to establish a signature program, and to provide facilities to support new programs. The Facilities Plan concludes that "a phase II expansion of 20,000 SF will be required to accommodate additional program offerings and partnership opportunities."

### ***Review of Assessment Processes***

Tillamook Bay regularly reviews its assessment processes to ensure they appraise authentic achievements and yield results that lead to improvements. Coordination and evaluation of planning and general assessment processes are the responsibility of the Planning and Steering Committee and Leadership Team. The Planning and Steering Committee is also responsible for on-going monitoring, implementation and continuous improvement of the self-evaluation process as well as on-going monitoring, implementation, and continuous improvement of the College's strategic plan development and review. Pending accreditation, these responsibilities of the Planning and Steering Committee will pass to other committees and College Council. The Leadership Team ensures communication, data gathering, and solid communication on issues and decisions. The Leadership Team also is charged with collaboration on data needs for better decision making.

For the Workforce Development Core Theme, the focus of both groups is on processes that facilitate admissions, enrollment, persistence, and learning for degree-seeking students in career and technical education courses. The Assessment Group also evaluates processes for assessment at the course, program, and degree level. The Workforce Development Core Theme elements reviewed include indicators for the Progress and Completion objectives, course outcome assessment for career and technical education courses, program assessment for AAS programs, and ILOs in career and technical education courses for AAS degrees.

### **Workforce Development Improvement (4.B)**

Results of core theme assessments are based on meaningful, institutionally-identified achievement indicators. Most of the Workforce Development Core Theme indicators are measures previously used at TBCC and/or Perkins Performance Measures. The College identified these indicators, not only because they are meaningful for TBCC, but also because they figure in TBCC's accountability to external stakeholders. Unlike indicators for the Collegiate and General Education Core Theme, recently established outcome measures in Oregon's Achievement Compacts and the proposed outcomes-based funding model are not similar to TBCC indicators for the Workforce Development Core Theme, although career and technical education certificates and degrees awarded are part of combined measures. Results of assessments are used for improvement by informing planning, decision-making, and allocation of resources and capacity through core theme planning and institutional planning processes. For example, the indicators related to the Progress objective for the Workforce Development Core Theme will be meaningful for gauging the effectiveness of strategies implemented and resources allocated as part of TBCC's Academic Master Plan and Strategic Enrollment Management Plan.

Assessing programs and services using goals for those programs and services is evolving at TBCC. The Strategic Framework 2012-2015 represents a start for the functional areas covered by the four plans (academic, enrollment management, technology, and facilities). Results of assessments are made available to appropriate constituencies, but the distribution of information is still primarily to campus stakeholders and sometimes not timely due to availability of results. The main audiences for distribution of assessment results and examples of their use for improvement are the College Council, Leadership Team, Assessment Group, and Planning and Steering Committee. Assessment results and accomplishments are also shared with staff at in-service meetings. Summary documents were shared widely with campus constituencies in 2010-2011, but TBCC is still seeking a way to simplify results for a wider audience. The Assessment Group continues to work on summarizing student achievement results for sharing with additional faculty and stakeholders.

Review of the results for the Workforce Development Core Theme in the Indicators Report (2013) shows that TBCC is meeting some expectations but also has challenges, particularly related to student completion. The review also resulted in several specific recommendations to improve student success and completion. These include:

- Continue to study TBCC results on an annual basis to determine causes of significant changes, evaluate issues of small numbers of students in data groups, and monitor the impact of student success initiatives;
- Implementation of technical skills assessments (direct evidence) by spring 2014 for all career and technical education programs;
- Implementation of the Academic Master Plan and Achieving the Dream plans in order to improve students' retention or transfer; credential, certificate, or degree completion; and placement; and
- Continued emphasis on contracted trainings.

Assessment of career and technical education courses, career and technical education programs, and institutional (degree) outcomes are associated with the Workforce Development Core Theme. Assessment of student learning relates directly to the Achievement objective and indicators at the course, program, and degree levels. Review of results by the Assessment Group, Curriculum Committee, and others led to specific recommendations to improve assessment of student learning in the Workforce Development Core Theme. Among these are:

- Direct assessment and better documentation of use of student learning outcomes assessment results, particularly at the program level. This includes collecting evidence of the use of learning outcomes assessment results for improvements and completing program reviews of additional career and technical education programs.
- Continue direct assessment of student achievement of ILOs by using rubrics to assess authentic evidence of student learning then using analysis of that evidence to implement improvements in student learning and the assessment process.
- Implement technical skills assessments by spring 2014 for all career and technical education programs.

### **Workforce Development Core Theme Concluding Analysis**

The Workforce Development Core Theme is one of four core themes for TBCC. Objectives for Progress, Completion, and Achievement are measured by thirteen achievement indicators that include measures of skill attainment, retention or transfer, degree completion, employer satisfaction with trainings, trainings offered, and student learning outcomes. Both institutional and core theme planning guide selection of programs and services that contribute to the

accomplishment of Workforce Development Core Theme objectives. The contributing components of this core theme's programs and services include contributing components of all functional program/service areas of the College. Data used to evaluate accomplishment of core theme objectives, programs, and services include achievement indicators core theme objectives in addition to supplementary data. However, as with the Collegiate and General Education Core Theme, TBCC should consider if thirteen indicators are too many in light of recent developments in state-level accountability and the goal of publicizing results to a wider audience.

Review of TBCC's performance on the Workforce Development Core Theme's objectives reveals that although the College substantially achieved the majority of objectives in the 2013 Indicators Report, longitudinal data suggests the need for improvements in retention/transfer and completion. However, interpretation of results on achievement indicators for this core theme that are also Perkins Performance Measures is a challenge because of very low numbers of students who meet the definition of career and technical education concentrators. Longitudinal data assists in interpretation by revealing trends over time. Regarding assessment of contributing programs and services, TBCC needs to integrate core themes and their objectives with assessment of non-instructional programs/departments in order to address criteria 3.B.2 and 4.A.2 more directly. This is true regarding all four core themes.

## **Developmental Education Core Theme**

The Developmental Education Core Theme is TBCC's third core theme. This core theme focuses on courses and programs that prepare students for career and transfer-level college learning. It includes adult literacy tutoring, English for Speakers of Other Languages (ESOL), Adult Basic Education (ABE), General Education Development (GED) preparation, college transitions (non-credit) courses, and postsecondary remedial (credit) courses. The objectives for this core theme focus on students (1) making consistent and timely progress through remedial coursework (Progress); (2) completing programs and courses (Completion); and (3) successfully completing subsequent college-level courses (Achievement). Objective indicators for the Developmental Education Core Theme include measures of pre-college skill gains, completion of ESOL or ABE/GED courses, successful GED application, postsecondary remedial course completion, successful completion of college-level (transfer) courses, and success in subsequent related coursework. Unlike the first two core themes, the courses and activities of this core theme are divided almost evenly between non-credit and credit focus.

Planning, assessment, and improvement for the Developmental Education Core Theme takes place through multiple processes at a variety of levels. That planning directly aligns with planning for the Developmental Education Core Theme objectives through the Indicators Report. The Indicators Report explicitly links data analysis on indicators such as skill gains, course completion, program completion, and subsequent collegiate success with plans for improvement. Planning, assessment, and improvement of programs and services are linked through strategic planning. In addition, TBCC evaluates its adult basic skills programs within the Developmental Education Core Theme in an annual Title II report. Action Items in the Title II Strategic Framework as well as those in the Academic Master Plan support the Developmental Education Core Theme.

### **Developmental Education Core Theme Planning (3.B)**

Planning for the Developmental Education Core Theme aligns with TBCC's Strategic Framework and guides the selection of programs and services. Those core theme programs and services are aligned with and contribute to accomplishment of the Developmental Education Core Theme's objectives in Progress, Completion, and Achievement. Core theme planning begins with the Indicators Report. The analysis/evaluation in the Indicators Report then informs plans within TBCC's Strategic Framework. For example, longitudinal analyses of Indicators III.B.2 (Successful Completion of Remedial Math and English Courses) and III.B.3 (Success in Subsequent Related Coursework) showed lower rates for both indicators in math. Those analyses were part of the data used to develop the Academic Master Plan's Objective C.1 ("Foster student success in transitioning from developmental education...through program redesign.") and Objective C.2 ("Maximize student success and completion in developmental education writing, reading, and math through program redesign.") as well as Strategic Enrollment Management Plan Activity 2 to Increase Student Learning and Success ("Use data for developmental/ABS program design and support to increase the transition to undergraduate-level course work."). The Action Task from the Academic Master Plan (Achieving the Dream focus on postsecondary education program redesign) recommending focus on developmental courses and programs led to a developmental education math redesign project begun in spring 2013. In these and similar ways, core theme planning aligns with institutional planning and guides selection of programs and services that contribute to the accomplishment of core theme objectives.

Planning for the Developmental Education Core Theme's programs and services guides the selection of contributing components of those programs and services through planning at the institutional and departmental levels. This ensures alignment between core theme objectives and the intended goals of core theme programs and services. The programs and services that

support the objectives of the Developmental Education Core Theme are somewhat dissimilar than those that support the previous core themes, but include contributing components from all functional program/service areas of TBCC. Developmental education represents approximately 12% of total student FTE. This element of the College's activity involves a specific disposition of supportive programs and services.

Functional areas provide support to this core theme in a variety of ways. For example, the instruction area includes Title II program administration; CASAS (Comprehensive Adult Student Assessment Systems) testing; adult literacy tutoring; ESOL, ABE, and GED courses; GED testing; and postsecondary remedial courses. Curriculum planning for these components is done at multiple levels: at the institutional level through strategic planning (particularly the Academic Master Plan), at the program level through core theme planning and Title II program review, and at the course level through term schedules and course evaluations. In another functional area, the Bookstore/Cashier processes payments and sells supplies. Student Services provides advising to students as to why they need basic skills or postsecondary remedial courses, refers pre-college students, facilitates registration, and provides information and support. Institutional Research tracks completers and those who transition into college-level courses or from postsecondary remedial to transfer-level courses. The Library provides a welcoming learning environment, including room for adult literacy tutoring and the Learning Center.

Planning for the Developmental Education Core Theme relies on the collection of data that are analyzed and used to evaluate accomplishment of core theme objectives. This is done within the Indicators Report and Title II Strategic Framework. Data on five achievement indicators are used to address the Developmental Education Core Theme's three objectives (Progress, Completion, and Achievement). Pre- and post-test score gains on CASAS (Indicator III.A.1) and completion of ABE/GED/ESOL (Indicator III.A.2) address the Progress objective for the Developmental Education Core Theme. Successful GED applicants (Indicator III.B.1) and successful completion of remedial math or writing courses (Indicator II.B.2) address the Completion objective. The Achievement objective is addressed by data regarding success in subsequent related coursework in reading/writing and math (Indicator III.C.1). Additional supplementary data for evaluation of programs and services that support the Developmental Education Core Theme include course evaluations, data on Title II students and programs, enrollment reports, student FTE comparisons, faculty evaluations, student survey results, and informal assessments.

## Developmental Education Assessment (4.A)

### *Assessment of Core Theme Objectives, Programs, and Services*

Tillamook Bay evaluates the accomplishment of the Developmental Education Core Theme's objectives for Progress, Completion, and Achievement through data collection and analysis. Based on collection and analysis of data from the achievement indicators for this core theme, TBCC evaluates the accomplishment of those core theme objectives. The Indicators Report arranges data and evaluation by indicators grouped by objectives. The collection and analysis of data in the Indicators Report includes indicators for both pre-college and postsecondary remedial areas, with five achievement indicators for the Developmental Education Core Theme. This is a manageable set of meaningful indicators that have been somewhat refined since 2011, but TBCC will consider revising indicator definitions to align with recently instituted Achievement Compact indicators for Oregon community colleges and Achieving the Dream measures for developmental education.

Review of data demonstrates that TBCC is near the target but could be doing better on CASAS score gains and is doing well on completion of basic skills/ESOL on Objective III.A (Progress) for the Developmental Education Core Theme (see Table 4.7). The result for completion of basic skills/ESOL is above expectations; however, the result for pre- and post-test score gains on CASAS was only almost equal to the target. Longitudinal analysis of data in the Indicators Report shows that TBCC has been inconsistent in meeting State targets in previous years on CASAS score gains and completion of basic skills/ESOL. In completion of basic skills/ESOL, TBCC exceeded statewide targets in three of the last five years, but was very low (12%) in 2009-2010. Tillamook Bay implemented strategies for 2009-2010 which improved skill gains, but was unable to match those results in 2010-2011. As with many indicators for the Workforce Development Core Theme, relatively low enrollments in ABE/GED and ESOL mean that small changes in student numbers and performance can significantly change percentages.

Table 4.7 – Developmental Education **Progress Objective**

Indicator of Achievement	Results	Target	
Pre and post test score gains on CASAS	57%	58%	→
Completion of basic skills/ESOL	81%	64%	↑

Review of the data indicates that TBCC is slightly exceeding the target on successful GED applicants, but fell short on successful completion of remedial coursework on Objective III.B (Completion) for the Developmental Education Core Theme (see Table 4.8). Further analyses of results for both indicators show that TBCC has been inconsistent in meeting targets in past data

years. For successful GED applicants, TBCC has historically used the percentage of GED certificate applicants who are successful (this was Oregon Community Colleges Key Performance Measure 1 and is now an Achievement Compact measure). However, TBCC is still refining data elements for the successful completion of remedial coursework indicator. For successful completion of remedial coursework, TBCC has historically used its own calculations of successful completion based on course records but has recently begun tracking enrollment and completion of remedial math and writing courses as used in Oregon’s Achievement Compact data. Through grant-funded staffing and activities, TBCC is strengthening advising/coaching support for basic skills students and the College will continue to address performance on both indicators, but there is concern that the GED 2014 tests will initially result in decreased success and that successful completion of remedial math and writing may decline with increased student numbers until redesign of developmental education is implemented.

Table 4.8 - Developmental Education **Completion Objective**

Indicator of Achievement	Results	Target	
Successful GED applicants	83%	80%	→
Successful completion of remedial coursework	69%	75%	↓

Review of data shows that TBCC exceeds expectations on success in subsequent related coursework for reading/writing, but is below the target for math for Objective III.C (Achievement) for the Developmental Education Core Theme (see Table 4.9). Results for this objective have historically been above target, but math results have always been below reading/writing. Longitudinal data exists for success in subsequent related coursework at TBCC, but there is no comparable data for all community colleges in Oregon. Longitudinal data reveals that although overall success has been strong, subsequent success in math coursework has always been significantly lower than subsequent success in reading and writing. In the most recent data year (2011-2012), increasing student numbers in developmental math courses pulled the average for successful completion of all developmental courses down to 69%. This is something that will be addressed by developmental math redesign in 2013-2014.

Table 4.9 - Developmental Education **Achievement Objective**

Indicator of Achievement	Results	Target	
Success in subsequent related coursework (reading, writing)	86%	70%	↑
Success in subsequent related coursework (math)	64%	70%	↓

Tillamook Bay engages in a system of evaluation of its programs and services that support objectives of the Developmental Education Core Theme to evaluate program outcomes. Non-academic programs and services that support objectives of the Developmental Education Core

Theme are evaluated both at the institutional level through strategic planning activities and at the departmental level for Title II programs. Activities include formal and informal assessments, gap analyses, outcomes, and action plans. Components of those programs and services specific to the Developmental Education Core Theme include the Academic Master Plan, Strategic Enrollment Management Plan, the Technology Plan, Title II Strategic Framework, data from Title II reporting, and informal evaluations.

Evaluation of educational programs and services takes place through core theme assessment and through assessment of student achievement. Assessment of student achievement for the Developmental Education Core Theme takes place at the course, program (for Title II programs), and (to a limited extent) institutional levels. Student learning outcomes at the course level are identified in CCOGs and syllabi for all postsecondary remedial courses and course syllabi for ABE/GED/ESOL courses. Program outcomes for the pre-college (Title II) programs are identified in the TBCC Title II Strategic Framework, but are not published on the web and are not exclusively learning outcomes. Institutional Learning Outcomes at TBCC are published in the TBCC Catalog, available in print and on the TBCC website, as well as referenced in postsecondary remedial course syllabi. The Assessment Group is charged with on-going monitoring, implementation, and continuous improvement of student learning assessment at the course, program, and degree levels. However, this group focuses more on credit (including postsecondary remedial) rather than non-credit (ABE/GED/ESOL) learning assessment.

### ***Assessment of Student Achievement***

The College documents that students who complete its educational courses, programs, and degrees achieve identified course, program, and Institutional Learning Outcomes (ILOs). However, assessment of program learning outcomes and ILOs focus on credit programs and degrees. Student learning outcomes for ABE, GED, ESOL, and postsecondary remedial courses are assessed within courses. Each CCOG includes course outcomes and assessment strategies, and each faculty member is responsible for following the CCOG and assessing course learning outcomes within their own courses. Responses to requests for information from faculty document assessment of course outcomes, analysis of assessment results, and improvements implemented as a result of that analysis. For example, a basic skills instructor implemented a variety of steps, including pre-writing practice, to improve student performance on course outcomes related to writing sentences and paragraphs with supporting details. As a result of the changes, student performance on a Writing Process Journal improved.

Student learning outcomes at the program level in the Developmental Education Core Theme are limited. In part, this is because historically TBCC has not viewed adult basic skills and

postsecondary remedial credit offerings as a coherent program. Postsecondary remedial (credit) courses are assessed at the course level, through institutional effectiveness, and core theme assessment of successful student completion (i.e., grades). Title II activities (literacy, ESOL, ABE, and GED) are subject to program review based on Indicators of Program Quality every seven years. That program review is a peer review carried out under State Adult Basic Skills direction. Tillamook Bay's last Title II Review took place in March 2010. In the program area of "Assessment for Accountability and Instruction," the review found that while TBCC conducted assessments, they were not being used to inform instruction as much as they should be. This is something the skills development staff continues to focus upon and improve as part of work plans.

There are no specific student learning outcomes at the degree level for the Developmental Education Core Theme because none of the courses are part of degree programs and there are no degrees that are part of this core theme. Course syllabi for postsecondary remedial courses may identify which ILOs are addressed in postsecondary remedial courses, but those courses are not part of direct assessment of ILOs (degree learning outcomes) because the courses are not part of degree requirements since they are below 100-level courses.

### ***Holistic Evaluation***

For the Developmental Education Core Theme, TBCC evaluates programs and services holistically with respect to accomplishment of core theme objectives through a multi-level review of Indicator Report results. Results from those evaluations inform institutional gap planning, the Strategic Framework, and the Academic Master Plan. The current process assumes that programs and services that contribute to the Developmental Education Core Theme contribute to the related objectives. Holistic evaluation of programs and services also happens as part of TBCC's strategic planning activities and Title II Program Review, but evaluation of those programs and services with respect to accomplishing core theme objectives is still evolving at TBCC. The programs and services that support the Developmental Education Core Theme were first identified and aligned as part of TBCC's Self Study Report 2010, but TBCC is still working to develop and institutionalize a process for direct evaluation of programs and services with respect to accomplishment of core theme objectives.

Tillamook Bay holistically evaluates factors with respect to achievement of the goals and outcomes of its Developmental Education Core Theme programs and services. This is done primarily through TBCC's strategic planning activities, particularly gap analyses, the Strategic Framework, particularly the Academic Master Plan, Title II Program Review, and supporting activities. Strategic planning involves inputs from formal and informal assessments of programs

and services, including annual adult basic skills (Title II) data reports and postsecondary remedial course learning outcomes assessment.

Results of programs and services assessments inform plans within the Strategic Framework and influence activity priorities. For example, the Foundations of Excellence Implementation Plan and Academic Master Plan recommended “uniformity between instructors of the same subject;” the Strategic Enrollment Management Plan (Goal 2, Activity 2) recommended “creation of processes and requirements for uniform measurement and outcomes...;” and the Strategic Enrollment Management Plan (Goal 2, Activity 3) also recommended that TBCC “use data...for developmental/ABS instructional program design and support....” As a result, math faculty began working on how to increase uniformity of course sections being taught by multiple faculty (winter 2012), student success in developmental math became a priority for Achieving the Dream project implementation (spring 2013), and math faculty as well as others established a plan and are redesigning developmental math offerings (redesign to be implemented in spring 2014).

### ***Review of Assessment Processes***

Tillamook Bay ensures that assessment processes appraise authentic achievements and yield meaningful results that lead to improvements through regular review of processes. Coordination and evaluation of planning and general assessment processes are the responsibility of the Planning and Steering Committee and Leadership Team. Pending accreditation, the Planning and Steering Committee is responsible for on-going monitoring, implementation and continuous improvement of the self-evaluation process as well as on-going monitoring, implementation, and continuous improvement of the College’s strategic plan development and review. Pending accreditation, the Planning and Steering Committee’s responsibilities will pass to College Council and possibly other committees. The Leadership Team ensures communication, data gathering, and solid communication on issues and decisions. The Leadership Team also is charged with collaboration on data needs for better decision making. For the Developmental Education Core Theme, the focus of both groups is on processes that facilitate recruitment, admissions, enrollment, persistence, and learning for students in pre-college and postsecondary remedial courses. Coordination and evaluation of student learning outcomes assessment and assessment processes for adult basic skills are the responsibility of the skills development program. Coordination and evaluation of student learning outcomes assessment for postsecondary remedial courses are the responsibility of the Assessment Group. The Developmental Education Core Theme elements reviewed include indicators of student progress and completion, course outcomes assessment, and Title II program assessment.

## **Developmental Education Improvement (4.B)**

Results of core theme assessments are based on meaningful, institutionally-identified achievement indicators. Many of the Developmental Education Core Theme indicators are measures previously used at TBCC and/or that served as Oregon community college Student Success Indicators. The College identified these indicators, not only because they are meaningful for TBCC, but also because they figure in TBCC's accountability to external stakeholders. However, TBCC continues to refine its indicators for the Developmental Education Core Theme. The completion of basic skills/ESOL is a measure that was discontinued by the Oregon Department of Community Colleges and Workforce Development in 2008-2009. Three measures are being proposed to replace that measure. Other measures in Oregon's community college Achievement Compacts and for Achieving the Dream are somewhat similar to TBCC indicators for the Developmental Education Core Theme, and alignment is being explored. Results of current assessments are used for improvement by informing planning, decision-making, and allocation of resources and capacity through core theme planning and institutional planning processes. For example, the indicators related to Progress, Completion, and Achievement objectives for the Developmental Education Core Theme will be meaningful for gauging the effectiveness of strategies implemented and resources allocated to accomplish activities that are related to TBCC's Strategic Enrollment Management Plan. Assessing programs and services using goals for those programs and services is evolving at TBCC, but the Strategic Framework 2012-2015 represents a start for the functional areas covered by the four plans (academic, enrollment management, technology, and facilities). Within the Developmental Education Core Theme, the Title II Program Review assesses Title II programs and services but achievement indicators for other programs and services are not assessed formally outside the Indicators Report.

Results of assessments are made available to appropriate constituencies, but the distribution of information is still primarily to campus stakeholders. The main audiences for distribution of assessment results and examples of their use for improvement are the College Council, Leadership Team, Assessment Group, and Planning and Steering Committee. Assessment results and accomplishments are also shared with staff at in-service meetings. Summary results were shared widely with campus constituencies in 2010-2011, but TBCC is still seeking a way to simplify results for a wider audience. A draft "report card" on core theme objectives was created for internal stakeholders, but users found it difficult to follow. Approaches suggested for improvement include more information on the TBCC website, and information summarized and highlighted in publications.

Review of the results for the Developmental Education Core Theme in the most recent Indicators Report shows TBCC results in meeting expectations are mixed. The review also resulted in several specific recommendations to improve Progress, Completion, and Achievement. These include:

- Changing strategies in ABE, GED, and ESOL courses to increase pre and post test score gains on CASAS.
- Continuing to address Standard 4.A-related items covered in the Title II review and Title II Strategic Framework.
- Increasing focus on skill gains for basic skills students while maintaining continued success in course completion.
- Focusing on success in subsequent related coursework, particularly in math.

### **Developmental Education Core Theme Concluding Analysis**

The Developmental Education Core Theme is one of four core themes for TBCC. Objectives for Progress, Completion, and Achievement are measured by six indicators of achievement that include measures of skill gain, remedial course completion, GED program completion, success in subsequent related coursework, and completion of first transfer-level courses. Institutional, core theme, and Title II program planning guide selection of programs and services that contribute to the accomplishment of Developmental Education Core Theme objectives. However, currently the assessment of Title II (pre-college) programs and services is stronger than that for postsecondary remedial activities.

Data used to evaluate accomplishment of core theme objectives and programs and services include six achievement indicators on the three Developmental Education Core Theme objectives as well as additional supplementary data. Review of the College's performance on the Developmental Education Core Theme's objectives reveals that TBCC is substantially achieving its objectives, although skill gains for basic skills students, success of remedial math students, and subsequent success of remedial math students are of concern. Overall, assessment results for this core theme are helping TBCC focus more on the preparation of students for careers and college-level courses.

### **Community Enrichment Core Theme**

The Community Enrichment Core Theme is TBCC's fourth core theme. This core theme focuses on a variety of non-credit course offerings designed to foster lifelong learning and serve community interests. No instructional programs and only non-credit course offerings are part

of the Community Enrichment Core Theme. Course offerings embrace computers, creative arts, fitness, gardening and cooking, public interests, health and safety, sports and leisure, and other subjects. The objectives for this core theme focus on: (1) making progress toward lifelong learning (Progress); (2) completing courses (Completion); and (3) addressing community interests (Achievement). Indicators for the Community Enrichment Core Theme include measures of courses offered, enrollment, subsequent enrollment, community participation, and addressing community interests. Currently the College does not have any core theme indicators for non-course activities, such as public events or partnerships, related to community enrichment.

Although community education offerings have played an important role at TBCC for a long time, institutional work on planning, assessment, and improvement has focused more on areas of credit coursework and programs than on community education courses. However, planning, assessment, and improvement for the Community Enrichment Core Theme still take place through multiple processes at a variety of levels. Planning for the core theme does align with planning for core theme objectives through the Indicators Report. That document explicitly links data analysis on indicators such as course offerings, enrollment, and participation with plans for improvement. Planning, assessment, and improvement of services are also linked through strategic planning, particularly the work of the Strategic Enrollment Management Committee and Academic Master Plan. For the Community Enrichment Core Theme, action tasks in the Academic Master Plan and activities in the Strategic Enrollment Management Plan also support community education.

### **Community Enrichment Core Theme Planning (3.B)**

Planning for the Community Enrichment Core Theme aligns with TBCC's Strategic Framework and guides the selection of programs and services. In turn, those core theme programs and services are aligned with and contribute to accomplishment of the core theme's objectives in Progress, Completion, and Achievement. Planning for this core theme is primarily through the Indicators Report and includes data and analysis/evaluation of each core theme indicator. The analysis/evaluation in the Indicators Report then informs plans within TBCC's Strategic Framework. For example, analyses of Indicators IV.A.1, Number of Non-Credit Courses Offered; IV.A.2, Enrollment (FTE) in Non-Credit Courses; and IV.C.1, Positive Response to Community Education Offerings, in the Indicators Report (2011) led to Academic Master Plan Objective E.1, to "provide [more] opportunities for lifelong learning within the community," and E.2, to "provide alternative modalities...to reach North and South County." Related Action Tasks include requiring course outlines for all non-credit courses, documenting faculty involvement in the planning and evaluation of continuing education courses, and exploring opportunities to

reach TBCC North and TBCC South. In such ways, core theme planning aligns with institutional planning and guides selection of programs and services that contribute to the accomplishment of core theme objectives.

Planning for the Community Enrichment Core Theme's programs and services guides the selection of contributing components of those programs and services through planning at the institutional and departmental levels. This ensures alignment between core theme objectives and the goals of core theme programs and services. The programs and services that support the Community Enrichment Core Theme are more limited than those that support other core themes, but still include components of all functional programs and service areas of the College. The Community Enrichment Core Theme represents approximately 20% of total student FTE and 60% of total student headcount.

Although this core theme represents a significant portion of TBCC's headcount and FTE, the majority of enrollment is a result of community members taking health and fitness courses (usually only one or two courses per term) through TBCC partner agencies off-campus. Functional areas provide support to this core theme in multiple ways, but to a limited extent. Instruction's support for the Community Enrichment Core Theme includes adult continuing education and community education course offerings. Curriculum planning is done primarily through core theme planning and at the course level through term schedules and class evaluations. Library resources provided for this core theme consist mainly of computer access for community students. Student Services provides enrollment services. The Bookstore/Cashier processes payments and helps students find class locations. Facilities sets up spaces for public meetings and community events.

Planning for the Community Enrichment Core Theme is informed by the collection of data that are analyzed and used to evaluate accomplishment of core theme objectives within the Indicators Report. Data on five achievement indicators are used to address the Community Enrichment Core Theme's three objectives (Progress, Completion, and Achievement). Number of non-credit courses offered (Indicator IV.A.1), enrollment (FTE) in non-credit courses (Indicator IV.A.2), and enrollment in subsequent non-credit courses (Indicator IV.A.3) address the Progress objective for the Community Enrichment Core Theme. Regional market penetration (participation) rates (Indicator IV.B.1) address the Completion objective. The Achievement objective is addressed by data regarding providing offerings to meet community interests (Indicator IV.C.1). Additional supplementary data for evaluation of programs and services include course evaluations, enrollment reports, student FTE comparisons, and informal assessments.

## Community Enrichment Assessment (4.A)

### *Assessment of Core Theme Objectives, Programs, and Services*

Collection and analysis of data is used for evaluation of the accomplishment of Community Enrichment Core Theme objectives for Progress, Completion, and Achievement at TBCC. Accomplishment of those core theme objectives is evaluated by collection and analysis of data from the achievement indicators for this core theme. The Indicators Report arranges data and evaluation by objectives and indicators. The collection and analysis of data in the Indicators Report for the Community Enrichment Core Theme is not comprehensive compared to that for other core themes. In part, this is because there is relatively less history of analysis of community education data at TBCC and little comparative data for benchmarking with other colleges. This theme is historically the core of offerings at TBCC, but has declined over time due to external changes and internal responses. Three years' worth of data on TBCC's current indicators and the consistent collection of student course evaluation data since 2012-2013 will give the College a basis for refining the data used; identifying additional indicators that are meaningful, assessable, and verifiable; and/or revising this core theme.

Review of data demonstrates that TBCC's performance is trending downward on the Progress objective for the Community Enrichment Core Theme (see Table 4.10). Targets were set in 2011 to reflect Strategic Enrollment Management Plan projections for community education FTE to remain stable while FTE in credit areas increased—with the net result that community education FTE as a percentage of total college FTE would decline. In this regard, downward trends align with the College's plans to reduce the emphasis on community education. The results for number of non-credit courses offered and enrollment in subsequent non-credit courses were below targets, while enrollment (FTE) in non-credit courses was slightly above the target. The longitudinal trend for community education offerings has been downward. Analysis also revealed that enrollment in subsequent non-credit courses is both trending downward and has been below target since 2008-2009. Finally, while enrollment (FTE) in non-credit courses was still slightly above target in 2011-2012, FTE has been inconsistent over the last four data years. The College needs to consider if current targets are valid given institutional plans.

Table 4.10 – Community Enrichment **Progress Objective**

Indicator of Achievement	Results	Target	
Number of non-credit courses offered	83	100	↓
Enrollments (FTE) in non-credit courses	20%	18%	→
Enrollment in subsequent non-credit courses	55%	75%	↓

Review of data demonstrates that TBCC's performance is only slightly exceeding the target for Objective IV.B (Completion) for the Community Enrichment Core Theme. Results for Objective IV.B.1 Regional Market Penetration Rates (Participation Rates) have been at 11-12% in recent years. This is slightly above TBCC's 10% target, but a decline from a high of 14% in 2004-2005. Analysis reveals that community and adult continuing education offerings are important in TBCC's maintaining its participation rate, especially as Tillamook County's demographics include a significant older population. However, this is TBCC's only measure for the Community Enrichment Core Theme's objective for Completion. The College has considered other measures, but has not yet added any indicators. Successful completion of non-credit courses as an indicator is problematic in that these courses are not graded and completion data is not collected. Student satisfaction with courses is another potential indicator for courses offered directly by TBCC, but it would be more appropriate as an indicator of achievement of positive response to community education offerings.

A review of the data indicates that TBCC exceeds expectations on Objective IV.C.1 (Achievement) for the Community Enrichment Core Theme. However, comparison and interpretation of the data from course offerings compared to community input is something of a challenge. It appears that TBCC is doing best at responding to community interests for computer applications and fitness courses, while offerings in other requested categories (such as digital photography and art) have been inconsistent. This is another Community Enrichment Core Theme objective for which only one measure exists. The College might add an indicator for this objective and increase the meaningfulness of the community input/course offerings indicator. Now that course evaluations by students are being consistently collected for non-credit courses offered directly by TBCC, student satisfaction data might be used as an indicator for Achievement. Community events sponsored by TBCC, currently a mission fulfillment indicator for the Access area, is another possible fit. However, the College also needs to consider if the Community Enrichment Core Theme itself should be revised or discontinued as a core theme given a variety of developments concerning community education and emphasis on credit student success in Oregon.

Tillamook Bay engages in an effective, although not robust, system of evaluation of its programs and services that support objectives of the Community Enrichment Core Theme. The system is not robust because emphasis on the support of other programs and services for this core theme is limited. Program goals are expressed only as core theme objectives and assessed through the Core Themes and Mission Fulfillment Indicators Report. Programs and services that support this core theme, and other core themes, are evaluated at the institutional level through strategic planning activities which include formal and informal assessments, gap analyses, and action plans. Components of those programs and services specific to the

Community Enrichment Core Theme include the Academic Master Plan, Strategic Enrollment Management Plan, and informal evaluations. At the institutional level, TBCC integrates references to core themes and their objectives in the Strategic Framework, but explicit references in assessment of non-academic programs and services at the departmental level are rarely documented for any core theme.

Evaluation of programs and services for the Community Enrichment Core Theme is more limited than evaluation for programs and services related to the other three core themes. Core theme assessment and assessment of instruction by students within courses are the primary means of evaluation. Assessment of student achievement for this core theme takes place only at the course level and is not documented. Student learning outcomes at the course level are identified in continuing education and community education course outlines and may be assessed by instructors in a variety of mostly informal ways. Students report their own satisfaction with learning through course evaluations. Course evaluations are reviewed by instructors and the Community Education Coordinator to evaluate effectiveness of instruction.

### ***Assessment of Student Achievement***

Tillamook Bay documents that students who complete its educational courses, programs, and degrees achieve identified course, program, and degree learning outcomes for credit instruction. However, there are no credit or CEU courses, no formal programs of study, and no degrees within the Community Enrichment Core Theme. Student learning outcomes at the course level are included in course outlines, but there is no reporting of assessment results (not even indirectly through marks or grades) for this core theme. Although students self-report their satisfaction with learning within courses indirectly through course evaluations and that information may be used by instructors to improve courses, the use of those results is not currently documented. Because there are no formal programs of study and no degrees for community and continuing education, there are no program or degree student learning outcomes for this core theme. Unlike the other core themes, particularly the first two core themes which focus on college-credit, there is no direct assessment of student learning outcomes for this core theme.

### ***Holistic Evaluation***

Review of Indicator Report results evaluates programs and services holistically with respect to accomplishment of core theme objectives for the Community Enrichment Core Theme. Results from those evaluations inform institutional gap planning, the Strategic Framework, and activity plans. The current process assumes that programs and services that contribute to the

Community Enrichment Core Theme contribute to the related objectives. Holistic evaluation of programs and services also happens as part of TBCC's strategic planning activities, but evaluation of those programs and services with respect to accomplishing this core theme's objectives is weak. The programs and services that support the Community Enrichment Core Theme were first identified and aligned as part of TBCC's Self Study Report 2010; however, it was acknowledged then that support was more limited for this theme than for the other core themes.

Tillamook Bay evaluates several factors with respect to achievement of the goals of programs and services that support the Community Enrichment Core Theme. This is done primarily through TBCC's institutional planning activities, particularly within the Academic Master Plan and Strategic Enrollment Management Plan within the Strategic Framework. Strategic planning involves inputs from formal and informal assessments of programs and services, but inputs are very limited for the Community Enrichment Core Theme because data is more limited. Results of those assessments inform plans within the Strategic Framework and influence activity priorities. For example, assessment plans for community education have led to more consistent collection of course outlines (also an Action Task in the Academic Master Plan) and student evaluation of community and continuing education courses (begun in 2012-2013). Data from course evaluations will be used for assessment (evaluation and use of results) by the Assessment Group and others in 2013-2014.

### ***Review of Assessment Processes***

Regular review of assessment processes ensure they appraise achievements and yield results that lead to improvements. Coordination and evaluation of planning and general assessment processes at TBCC are the responsibility of the Planning and Steering Committee and Leadership Team. The Planning and Steering Committee has been responsible for on-going monitoring, implementation, and continuous improvement of the self-evaluation process as well as on-going monitoring, implementation, and continuous improvement of the College's strategic plan development and review. Pending accreditation, these responsibilities will pass to College Council and other committees. The Leadership Team ensures communication, data gathering, and solid communication on issues and decisions. The Leadership Team also is charged with collaboration on data needs for better decision making. For the Community Enrichment Core Theme, the focus of both groups is on processes that facilitate course offerings and enrollment in continuing and community education courses.

### **Community Enrichment Improvement (4.B)**

Results of core theme assessments are based on achievement indicators. Unlike the other core themes, the Community Enrichment Core Theme indicators are not measures previously used at TBCC and/or published measures for Oregon community colleges. The College adopted indicators for the Community Enrichment Core Theme because they are meaningful for TBCC. Results of assessments are used for improvement by informing planning, decision-making, and allocation of resources and capacity through core theme planning and institutional planning processes. For example, an additional indicator related to course evaluation results for the Community Education Core Theme could be meaningful for gauging the effectiveness of strategies implemented and resources allocated as part of TBCC's Academic Master Plan and Strategic Enrollment Management Plan. Assessing programs and services using goals for those programs and services is still evolving at TBCC. The Strategic Framework 2012-2015 represents a start for the functional areas covered by the four plans (academic, enrollment management, technology, and facilities). Achievement indicators for other programs and services, such as those for the Community Enrichment Core Theme, may be used internally at the department level but are not documented currently.

Results of assessments are made available to appropriate constituencies, but the distribution of information for this core theme is limited and is primarily to campus stakeholders. The main audiences for distribution of assessment results and examples of their use for improvement are the Assessment Group, Planning and Steering Committee, College Council, and Leadership Team. Assessment results and accomplishments are also shared with staff at in-service meetings. However, assessment information sharing emphasizes credit students, courses, and programs. Summary documents on all core theme assessment results were shared with campus constituencies in 2010-2011, but TBCC has not yet found a way to simplify results for a wider audience.

Review of the results for the Community Enrichment Core Theme in the 2013 Indicators Report shows that TBCC is challenged to exceed expectations. However, the review also resulted in several specific recommendations to improve Progress, Completion, and Achievement objectives. These include:

- Studying indicators and targets for number of courses offered, enrollment in non-credit courses, and subsequent enrollment in conjunction with institutional plans for community education to ensure alignment;
- Proceeding with plans for collecting more data to determine if TBCC is meeting community needs in this area; and

- Further refining existing indicators and adding indicators for Completion and Achievement objectives.

Assessment practices are revised as necessary. Assessment of course offerings and public engagement are associated with the Community Enrichment Core Theme. Review of results on those indicators by the instructional area and others led to specific recommendations to improve assessment of Community Enrichment indicators. Among these are:

- Analysis of evaluation data from students collected for community education courses at TBCC and documenting the use of results for improvement.
- Continued refinement of the indicators and targets/benchmarks.
- Adding indicators for the Community Enrichment Core Theme objectives of Completion and Achievement.

### **Community Enrichment Core Theme Concluding Analysis**

The Community Enrichment Core Theme is the fourth core theme for TBCC. Objectives for Progress, Completion, and Achievement are assessed by indicators that include measures of course offerings, enrollment, subsequent enrollment, and market penetration. Institutional and core theme planning guides selection of programs and services that contribute to the accomplishment of Community Enrichment Core Theme objectives, but in more narrow ways than for other core themes. This core theme's programs and services include all functional programs and service areas of the College, although to a more limited extent than for other core themes. Data used to evaluate accomplishment of core theme objectives and programs and services include five indicators on the three Community Enrichment Core Theme objectives.

Review of TBCC's performance on the Community Enrichment Core Theme's objectives reveals that TBCC is not meeting some targets, but this may be appropriate given TBCC's institutional plans to emphasize credit programs and de-emphasize community education. The targets need to be reconsidered in light of those institutional plans. Some work is needed on student learning assessment for this core theme, but because of the lack of credit courses and programs associated with this core theme the scope of that assessment is narrow. The College should explore additional Completion and Achievement indicators for the Community Enrichment Core Theme if the core theme and its objectives do not change significantly. For example, potential indicators could address community partnerships and student satisfaction. However, when TBCC next evaluates its mission, core themes, and core theme objectives the College needs to consider if the Community Enrichment Core Theme itself should be revised or discontinued as a core theme given institutional plans based on developments concerning community colleges

and community education in Oregon, particularly the increasing emphasis on credit instruction and credentials.

## **Evidence for Chapter Four**

### **Standard 3.B**

- S3B.1 Core Themes and Mission Fulfillment Indicators Report (2013)
- S3B.2 Core Theme Indicators Report (2011)
- S3B.3 Institutional Goals and Core Themes Indicators Report (2010)
- S3B.3 CCSSE (2008) Results for TBCC
- S3B.4 SENSE (2009) Results for TBCC

### **Standard 4**

- S1.2 TBCC Catalog, 2012-2013
- S1.4 TBCC Catalog, 2013-2014
- S2C.3 Program Outcomes
- S4.1 Learning Outcomes Assessment Plan
- S4.2 Assessment Group Records
- S4.3 Business Program Review (2012)
- S4.4 Self Evaluation Compliance Audit (2011)

## **Summary of Chapter Four**

Tillamook Bay engages in ongoing, participatory planning that provides direction to the institution and leads to accomplishment of TBCC's core theme objectives, achievement of goals of programs and services, student achievement of learning outcomes, and fulfillment of its mission. Planning for each core theme is consistent with the Strategic Framework and guides selection of programs and services to ensure they align with and contribute to accomplishment of core theme objectives. Data and analyses within the Core Themes and Mission Fulfillment Indicators Report inform plans within TBCC's Strategic Framework in a variety of ways. Planning for core theme programs and services guides the selection of contributing components of those programs and services through planning at the institutional and departmental levels. Those contributing components are aligned with and contribute to achievement of the goals of the respective programs and services. These procedures provide

for evaluation of the integration and significance of institutional planning, the allocation of resources, and the application of capacity. Holistic evaluation with respect to accomplishment of core theme objectives and goal/outcomes of programs and services is done through multi-level reviews of the Indicators Report and Strategic Framework. Results from the Indicators Report inform gap analyses, the Strategic Framework, and tasks/activities at institutional and departmental levels. Results of programs and services assessments inform plans within the Strategic Framework and influence activity priorities.

Tillamook Bay collects appropriately-defined data related to core theme objectives and goals/outcomes of programs and services. Therefore, results are based on meaningful, institutionally-identified indicators of achievement. The Core Themes and Mission Fulfillment Indicators Report is the primary vehicle for regular and systematic data collection, analysis, and evidence-based evaluations of core theme objectives. Data on achievement indicators for core theme objectives is most robust for the Collegiate and General Education Core Theme (eleven indicators) and the Workforce Development Core Theme (thirteen indicators), which focus on credit instruction. Indicators for the Developmental Education Core Theme (six indicators) and the Community Enrichment Core Theme (five indicators) are still being refined. Goals and outcomes for programs and services are evaluated in multiple ways by data from a variety of sources, including the Indicators Report, enrollment and student information, course evaluations, student and faculty/staff surveys, and surveys of student engagement.

Data is used to evaluate accomplishment of core theme objectives and achievement of the goals/outcomes of programs and services. The College evaluates the accomplishment of core theme objectives based on collection and analysis of data from achievement indicators on objectives for Progress, Completion, and Achievement for each core theme. This is illustrated in the Indicators Report. Programs and services are evaluated primarily at the institutional level through strategic planning activities which include formal and informal assessments, gap analyses, and action plans. This is illustrated in the Strategic Framework. Institutional planning involves inputs from formal and informal assessments of programs and services, including learning outcomes assessment. However, TBCC continues to work to develop and institutionalize a process for direct evaluation of programs and services with respect to accomplishment of core theme objectives and departmental goals.

The College collects data and documents that students who complete TBCC courses, programs, and degrees achieve identified learning outcomes. Assessment of student learning outcomes within the Collegiate and General Education Core Theme and Workforce Development Core Theme takes place at course, program, and degree levels. Assessment for the Developmental Education Core Theme takes place at the course level and for the skills development (Title II)

program. There are no credit programs or degrees within the Developmental Education Core Theme. Assessment of learning outcomes for the Community Enrichment Core Theme takes place informally at the course level and through core theme assessment. There are no college credit courses, programs, or degrees within the Community Enrichment Core Theme.

The College regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvements. Results of assessments are used for improvement by informing planning, decision making, and allocation of resources and capacity at the institutional and departmental levels through institutional, core theme, and departmental planning processes. Tillamook Bay uses the results of student learning outcomes assessments to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements through the Assessment Group and Curriculum Committee.

Results of core theme assessments, assessments of programs and services, and student learning outcomes assessments are made available to appropriate constituencies, but the distribution of information is not always timely due to availability of results. The main audiences for distribution of assessment results and examples of their use for improvement are the College Council, Leadership Team, Assessment Group, and Strategic Enrollment Management Committee. Assessment results and accomplishments are also shared with staff at in-service meetings and workshops. Although there has been more sharing of summary results with on-campus stakeholders in recent years, TBCC continues to improve methods to summarize and share results with other stakeholders.

## **Chapter Five: Mission Fulfillment, Adaptation, and Sustainability**

### **Introduction**

Tillamook Bay Community College continues to monitor the results of core theme and mission fulfillment assessments. Tillamook Bay develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. These evaluations are based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives. The College's model for evaluating mission fulfillment explicitly associates that evaluation with achievement of core theme objectives for all four core themes plus additional objectives. Tillamook Bay regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. This is done through environmental scans, gap analyses, work plans, budget planning, and evaluation of core theme objectives and mission fulfillment areas. The College demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences. This capability ensures enduring institutional relevancy, productivity, viability, and sustainability. This is accomplished through strategic (comprehensive) and core theme planning activities at TBCC. The College's size also uniquely allows it to quickly recognize, respond, and adjust to the needs of the community.

### **Executive Summary of Eligibility Requirement 24**

Tillamook Bay demonstrates that its operational scale is sufficient to fulfill its mission and achieve its core themes through comprehensive and core theme assessment and planning activities. These include both annual and periodic evaluations of internal and external environments. Chapter Five focuses on TBCC's evaluation of mission fulfillment and the College's capacity to monitor its environment, forecast, and adapt to change, while ensuring institutional viability and sustainability.

## **Mission Fulfillment (5.A)**

### **Assessment of Accomplishments**

Tillamook Bay engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments as discussed previously in this report, particularly in Chapters Three and Four. Assessment of TBCC's accomplishments takes place through strategic (comprehensive) planning and core theme planning processes. Comprehensive planning processes culminated in the Strategic Framework 2012-2015, which includes gap analyses, action items, and work plans. Core theme processes are integrated into the comprehensive planning model through gap analyses and work plans.

Although TBCC began producing an annual Institutional Effectiveness Report in 2006, explicitly defining and assessing mission fulfillment at TBCC is a more recent development. The College established its first model for evaluating mission fulfillment in its Self Study Report (Spring 2010). That first model was organized around TBCC's seven functional Institutional Goals. Achievement indicators were defined for each of the goals and threshold levels of mission fulfillment (minimum expectations) established. An Institutional Goals and Core Themes Indicators Report (February 2010) articulated the new model. Although indicators from the Institutional Effectiveness Report were incorporated into the new format, other indicators of mission fulfillment were new, and data measures incomplete for some of those new indicators. The first run of the Indicators Report gave a sense of what TBCC was trying to accomplish and also helped identify that changes were needed.

The NWCCU Evaluation Committee recommended in May 2010 "that TBCC clearly defines mission fulfillment in the context of its purpose, characteristics, and expectations, and then articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment." In response, the Planning and Steering Committee reviewed TBCC's definition and evaluation of both core theme objectives and mission fulfillment. The Committee concluded that using functionally-oriented Institutional Goals to frame mission fulfillment was not reflective of TBCC's new focus on comprehensive planning and core themes, and recommended aligning core theme indicators under the objectives of Progress, Completion, and Achievement then using those three areas as part of an evaluation of mission fulfillment. Two additional areas, Access and Equity, were identified as broader aspects of mission fulfillment. Evidence-based evaluation regarding the extent to which TBCC is fulfilling its mission was therefore based on assessment of five mission fulfillment areas: (1) Progress, (2) Completion, (3) Achievement, (4) Access, and (5) Equity. This new model of mission fulfillment was first articulated in TBCC's next Comprehensive Self Evaluation Report (Fall 2011).

## Mission Fulfillment Assessment Results

Tillamook Bay's definition of mission fulfillment is "demonstrating an acceptable threshold of accomplishment (at least 80% of targets) for each mission fulfillment area." For each indicator, TBCC results are compared to targets based on state targets, comparison to other colleges, or benchmarks. A percentage score (0-100%) is then assigned based on accomplishment. For example, an indicator on which the result exceeds the target would receive a score of 100. An indicator on which TBCC achieved 38% and the target was 50%, would receive a score of 76 (76% being the percent of the target achieved by TBCC). The threshold level of mission fulfillment is defined as an average score of at least 80/100 for each mission fulfillment area. While the first three areas (Progress, Completion, and Achievement) are drawn from TBCC's core theme objectives, the last two areas (Access and Equity) are broader in focus and represent overarching aspects of TBCC's mission. Indicators of mission fulfillment achievement in Access and Equity are still being refined and now that three years of longitudinal data have been accumulated they will need to be evaluated for the future.

The College's most recent mission fulfillment score in the Progress area is 91/100 (see Table 5.1). Areas for improvement exist in earning thirty college credits in one year (Collegiate and General Education Core Theme), fall-to-fall persistence (Collegiate and General Education Core Theme), contracted trainings (Workforce Development Core Theme), number of non-credit courses offered, and enrollment in subsequent non-credit courses (Community Enrichment Core Theme). However, TBCC exceeded targets on six of its indicators for Progress and was within 5% of targets on three others. Analysis of data for the previous two years reveals that while performance on individual indicators has varied, scores for the Progress area have consistently been above 90 (see Table 1.2).

Tillamook Bay's mission fulfillment score in the area of Completion is 86/100 (see Table 5.2). Although this is above the threshold level of 80/100, it is lower than all other mission fulfillment areas except Equity. Further analysis of results reveals that the score for the completion area is due to performance at or above the target on at least one indicator for every core theme. However, it is important to note that TBCC fell below targets on several key indicators: associate degree completion and transfer rates (Collegiate and General Education Core Theme), career and technical education credential completion and student placement (Workforce Development Core Theme), and successful completion of remedial coursework (Developmental Education Core Theme). These indicators were also identified for improvements through core theme evaluation activities. Plans and activities at TBCC are already being implemented to address challenges associated with completion. These are in the Academic Master Plan and

Strategic Enrollment Management Plan. Additional activities may be identified as TBCC moves forward with the focus on retention and completion identified for Achieving the Dream.

Table 5.1 – Mission Fulfillment Score for **Progress Area**

PROGRESS				
Indicator of Achievement	Results	Target	% of Target	Score for Area
Earning 15 college-level credits in 1 year	21.20%	20.00%	100	91 / 100
Earning 30 college-level credits in 1 year	17.00%	20.00%	85	
Term-to-Term Persistence	64.00%	65.00%	99	
Fall-to-Fall Persistence	41.00%	50.00%	82	
Technical skills attainment	No Data	70.00%	No Data	
Academic skills attainment	95.50%	92.75%	100	
Student retention or transfer	73.00%	67.73%	100	
Nontraditional participation	26.20%	21.26%	100	
Customized training employer satisfaction	100.00%	95.00%	100	
Contracted trainings	13	20	65	
Pre and post test score gains on CASAS	57.00%	58.00%	99	
Completion of basic skills/ESOL	61.53%	63.70%	97	
Number of non-credit courses offered	79	100	79	
Enrollments (FTE) in non-credit courses	20.00%	18.00%	100	
Enrollment in subsequent non-credit courses	54.50%	75.00%	73	

Table 5.2 – Mission Fulfillment Score for **Completion Area**

COMPLETION				
Indicator of Achievement	Results	Target	% of Target	Score for Area
Associate Degree Completion	23.10%	31.60%	74	86 / 100
Transfer Rates	11.65%	15.20%	77	
Performance after Transfer	2.88 GPA	3.04 GPA	95	
Progress of Transfer Students	79.40%	80.00%	100	
Credential, certificate or degree completion (CTE)	30.80%	53.00%	59	
Nontraditional completion	66.70%	59.60%	100	
Student placement	50.00%	75.00%	67	
Licensure/certification rates	65.00%	65.00%	100	
Successful GED applicants	83.80%	80.00%	100	
Successful completion of remedial coursework	69.00%	75.00%	92	
Regional market participation rate	11.00%	10.00%	100	

The College's mission fulfillment score in the area of Achievement is 98/100 (see Table 5.3). This is TBCC's highest score for the mission fulfillment areas. However, this is also the area for which indicators have predominantly been indirect measures. As TBCC implements more direct assessments of learning outcomes achievement at the program and degree levels, the College will need to monitor results for this area for changes and possible needs for improvement.

Table 5.3 – Mission Fulfillment Score for **Achievement Area**

ACHIEVEMENT				
Indicator of Achievement	Results	Target	% of Target	Score for Area
Course Learning Outcomes (LDC)	84.00%	80.00%	100	98 / 100
General Education Program Outcomes	84.00%	80.00%	100	
Institutional Learning Outcomes (LDC)	2.19	2.00	100	
Course Learning Outcomes (CTE)	87.00%	80.00%	100	
CTE Program Outcomes	87.00%	80.00%	100	
Institutional Learning Outcomes (CTE)	1.80	2.00	90	
Success in subsequent related coursework	63.50%	70.00%	91	
Community Input and Course Offerings	212	190	100	

Tillamook Bay's mission fulfillment score in the area of Access is 93/100 (see Table 5.4). Evaluation reveals TBCC is substantially achieving targets for Access. Students enrolling from local high schools have been near or above 40%, although data for the target (statewide average) for the most recent data year is not yet available. Annual student FTEs (enrollment) at TBCC rose almost 9% in 2011-2012, exceeding TBCC's enrollment management target of 5% growth. Community events sponsored by TBCC was a new indicator in 2011. Anecdotal evidence suggests these events increased significantly when TBCC moved into its new facilities in January 2010, but data is not available for previous years. The 22 events in calendar year 2010 were established as a benchmark for analysis of future results on the indicator, but the first year's results have not been eclipsed. Indicators related to students receiving financial aid were also new at TBCC in 2011. In 2011 TBCC fell below the target for fall 2010 for need-based aid but was above the 50% threshold for students receiving Pell Grants; however, in the following years TBCC fell below target for need-based aid but was above the target for Pell recipients.

The College's 2013 mission fulfillment score in the area of Equity is 82.5/100 (see Table 5.5). In addition, the 2012 score was only 80/100 (see Table 1.2). Evaluation reveals that TBCC is achieving mission fulfillment in the area of Equity, but this is the lowest scoring mission fulfillment area and challenges exist. Demographic indicators relative to the TBCC service area show room for improvement. Staff demographics reveal TBCC is within 80% of the expected

proportion of minorities in fifteen of nineteen job groups (79%). Student demographics reveal that TBCC came within 80% of the expected proportions of minorities and gender in six of eight categories for all three data years, but the two areas where TBCC consistently does not meet the 80% threshold are Hispanic students and male enrollments. In student FTE enrollment by instructional program, TBCC was over (by 8%) the target of 10% variance from enrollment management projections. The College should revisit those projections in light of the new Strategic Framework and changes in enrollment in recent years.

Table 5.4 – Mission Fulfillment Score for **Access Area**

ACCESS				
Indicator of Achievement	Results	Target	% of Target	Score for Area
Students enrolling in TBCC from local high schools	42.59%	No Data	No Data	93 / 100
Annual student FTEs (enrollment)	+ 8.94%	+ 0.0%	100	
Community events sponsored by TBCC	19	22	87	
Credit students receiving need-based aid	60.00%	50%	100	
Half-time or more students receiving Pell grants	42.00%	50%	84	

The College's part-time/full-time faculty ratio for credit instruction is varying from the target. This is something TBCC will continue to monitor closely in light of the Academic Master Plan and available resources. On the other hand, the Graduating Student Survey results showed 100% of 2012 graduates reported being satisfied or very satisfied with their overall educational experience at TBCC (the same was also true in 2010 and 2011). Finally, TBCC's three-year graduation rate for 2012 was 44%. That was more than twice the target (the 2010 statewide average for community colleges).

Table 5.5 – Mission Fulfillment Score for **Equity Area**

EQUITY				
Indicator of Achievement	Results	Target	% of Target	Score for Area
Staff demographics relative to service area	15	19	79	82.5 / 100
Student demographics relative to service area	6	8	75	
Student FTE enrollment by instructional program	18.00%	Max. 10%	56	
Student satisfaction	100.00%	90.00%	100	
Part-Time/Full-time faculty ratio	70.00%	≤60% PT	85	
Three-Year (150%) graduation rate	44.00%	17.00%	100	

## **Mission Fulfillment Conclusion**

Tillamook Bay engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. The three main vehicles for these assessments and the use of results for improvement are comprehensive planning (described in Chapter Three), core theme planning and assessment (described in Chapter Four), and assessment of mission fulfillment (described above). In response to self-study and peer evaluation of TBCC's first attempt to articulate mission fulfillment in 2009-2010, the College developed a new model for evaluating mission fulfillment in 2010-2011. That model was followed again in 2012-2013 to produce the results above. The model directly connects assessment of mission fulfillment to core theme objectives. This is done in the mission fulfillment areas of Progress, Completion, and Achievement. Two additional mission fulfillment areas, Access and Equity, address broader aspects of the institutional mission.

The College is achieving at least the threshold level (80/100) of mission fulfillment in five of five areas of mission fulfillment with scores of 82.5 to 98. This has been through for all three years (see Table 1.2). However, further analyses of 2013 results suggest that there are aspects of mission fulfillment that TBCC should address and closely monitor in the future. These include contracted trainings and enrollment in subsequent non-credit courses in the Progress area, more direct assessments of programs and degrees in the Achievement area, Completion indicators within the Collegiate and General Education Core Theme and Workforce Development Core Theme, distribution of need-based aid, and the Equity area. Results from assessment of mission fulfillment inform comprehensive planning through gap analysis. Results are shared with appropriate constituencies along with core theme results. However, as with other areas of planning and assessment, TBCC is still seeking more ways to communicate its conclusions regarding mission fulfillment to the public.

## **Evidence for Standard 5.A**

- S1.1 Mission, Vision, Themes, and Objectives 2013
- S3A.1 Strategic Framework 2012-2015
- S3B.1 Core Themes and Mission Fulfillment Indicators Report (2013)
- S4.4 Self Evaluation Compliance Audit (2011)
- S5.3 TBCC Self Evaluation Report 2011
- S5.4 TBCC Self Study Report 2010
- S5.6 TBCC Self Study Report 2008

## **Adaptation and Sustainability (5.B)**

### **Resources, Capacity, and Effectiveness**

Previous evaluations of resources and capacity took place in conjunction with self-evaluation and strategic planning activities in 2005, 2008, and 2010. In preparation for the current Comprehensive Self-Evaluation Report, TBCC has again evaluated the adequacy of its resources and capacity to ensure the ongoing ability to fulfill its mission, accomplish its core theme objectives, and achieve the goals and outcomes of its programs and services, wherever offered and however delivered. Findings from that evaluation are highlighted in Chapter Two. They are also summarized in a “compliance audit” regarding all five NWCCU standards. The last Compliance Audit (2011) was used as part of comprehensive planning to inform TBCC’s gap analyses and plans for improvements in the Strategic Framework 2012-2015. In these ways and others, evaluation occurs as part of TBCC’s comprehensive planning/accreditation cycle and focuses on resource capacity and sustainability.

In addition, Tillamook Bay also carefully manages its finances. Balancing funding needs and the capacity of financial resources is a primary focus of the College’s budget development process. Discussion of College finances, both opportunities and challenges, has also become a regular topic for College Council. A nine-year (three past, current, and five future) model for budget projections was created in winter 2009 and has been used in budget development since that time. This financial projection exercise is now an integral part of the College’s annual budget development. The model was revised in 2013 with the addition of scenarios to show predictions for “best case” and “worst case” developments and cut to three future years. In addition, a group of administrators and faculty are developing a business plan for TBCC based on resource capacity and sustainability to meet strategic goals, core themes, and mission fulfillment.

At the departmental level, budget development involves evaluation of internal and external environments, current resources, the Strategic Framework, capacity, and planning for improvements. An important consideration in TBCC’s budget planning is the preservation of adequate reserves to ensure effective operations and future viability. In recent years, actual ending fund balances have been above 10% of budgeted expenditures. The College community was also engaged in discussion and brainstorming regarding resources and delivery in spring 2013. College Council is currently providing input regarding prioritizing new ideas.

The documentation contained in this Report, particularly in Chapters Two and Three, shows that TBCC documents and evaluates regularly its cycle of planning, practices, resource

allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. Evaluation of accomplishment of core theme objectives and achievement of goals of programs and services is found in Chapter Four. In addition, creation of the Strategic Framework 2012-2015 and the related institutional plans (see Chapter Three) involved the evaluation of planning, practices, and capacity in order to create a document that would guide institutional activities and resource allocation for sustainability. Annual revision of the Strategic Framework will involve evaluation of results and implementation of necessary changes to sustain continuous improvement.

### **Monitoring Internal and External Environments**

Internal and external environments are monitored to identify current and emerging patterns, trends, and expectations in a variety of ways. The periodic updating of TBCC's Strategic Framework and the plans it contains are the primary vehicles for this. The Core Themes and Mission Fulfillment Indicators Report also takes into consideration emerging patterns, trends, and expectations in its analyses of indicators of core theme objectives and mission fulfillment. In addition, achievement results drive plans for improvement and resource allocations at both departmental and institutional levels.

Tillamook Bay uses the findings of its environmental scans to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, core theme indicators, goals and outcomes of programs and services, definition of mission fulfillment, and mission fulfillment indicators through its governance system. Environmental scans and assessment of TBCC's strategic position, including the need for increased services and support for students as an independent institution, were part of the processes for completing the Strategic Framework 2012-2015. The Strategic Framework, in turn, defines TBCC's future direction (perceived future). Committees and/or departments created functional area plans based on environmental scans and evaluation of available data. Those plans were incorporated in the Strategic Framework 2012-2015 and the "master plan" was then reviewed and revised by the Leadership Team and College Council before being submitted to the Board of Education for final review, revision, and approval. The Core Themes and Mission Fulfillment Indicators Report was revised in 2013 to incorporate at least three years of data for all indicators. That Indicators Report, in conjunction with this self-evaluation process, will provide findings to support a review of current mission, core themes, core theme objectives, and indicators for core themes and mission fulfillment by campus committees, the Leadership Team, and College Council. Actions will be proposed to the Board of Education for final review, revision, and approval. The Strategic Framework will then be updated to align with any changes. The basic process of discovery, evidence-based analysis, and action planning

embodied in the Strategic Framework is flexible enough to adapt to new sources of input and lead to actions that foster sustainability as TBCC continues to move towards being a more data-driven institution by communicating results of assessments to a wider audience and making sure results are used in planning improvements. In the past two years, participation in both Foundations of Excellence and Achieving the Dream has raised awareness of data, evaluation of results, and improvement planning for the campus community at large.

The College establishes, assesses, and revises as necessary the goals and outcomes of programs and services through formal and informal processes at multiple levels. Student learning outcomes at the course, program, and institutional (degree) levels are established, assessed, and revised by the Assessment Group and Curriculum Committee. Goals for Student Services, Library/Information Resources, and Technology are established, assessed, and revised within those departmental areas. Other programs and services either carry out more informal processes or have not yet begun to establish and assess departmental goals directly. At the institutional level, the Strategic Aims and plans contained within the Strategic Framework incorporate goals and objectives for the institution as a whole and key institutional areas.

### **Adaptation and Sustainability Conclusion**

Internal and external environments are regularly monitored at TBCC to determine how and to what extent changing circumstances may impact the College's mission and its ability to fulfill that mission. Evaluation and planning focus on the resource capacity and sustainability necessary for an independent college. Internal and external environments are monitored to identify current and emerging patterns, trends, and expectations through periodic updating of TBCC's Strategic Framework and the plans it contains as well as the Core Themes and Mission Fulfillment Indicators Report. Tillamook Bay also evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to achieve the goals or intended outcomes of its programs and services, accomplish core theme objectives, and fulfill TBCC's mission. A variety of data sources inform evaluations. These include results of core theme objective accomplishments, student learning outcomes assessment, evaluation of mission fulfillment, as well as student surveys and scans of TBCC's internal and external environments.

Tillamook Bay, when necessary, is capable of adapting its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences. This will ensure enduring institutional relevancy, productivity, viability, and sustainability. The College's cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results ensures that their adequacy, alignment, and effectiveness is regularly

evaluated. Actions that foster sustainability arise from the basic process of discovery, evidence-based analysis, and action planning embodied in the Strategic Framework. This process is flexible enough to adapt to new sources of input, including needs, trends, and influences. Findings are used to assess TBCC's strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, and definition of mission fulfillment. Self-evaluation activities include periodic review of TBCC's mission, core themes, core theme objectives, definition of mission fulfillment, and indicators of achievement to verify their continuing relevancy and viability. The next review will begin in 2014 in conjunction with revision/extension of the Strategic Framework 2012-2015 and will incorporate learning from the current self-evaluation/accreditation process as well as other sources.

### **Evidence for Standard 5.B**

- S1.1 Mission, Vision, Themes, and Objectives 2013
- S3A.1 Strategic Framework 2012-2015
- S3B.1 Core Themes and Mission Fulfillment Indicators Report (2013)
- S2D.4 Student Services Assessment Plan
- S2.E.6 Library Assessment Plan
- S3B.3 CCSSE (2008) Results for TBCC
- S3B.4 SENSE (2009) Results for TBCC
- S4.1 Learning Outcomes Assessment Plan
- S4.4 Self Evaluation Compliance Audit (2011)
- S5.1 EMT Program Accreditation Self Study (2013)
- S5.2 Title II Program Review (2010)
- S5.3 TBCC Self Evaluation Report 2011
- S5.4 TBCC Self Study Report 2010
- S5.6 TBCC Self Study Report 2008
- S5.7 OCCURS Reports
- S5.8 IPEDS Reports

### **Summary of Chapter Five**

Tillamook Bay's evaluation of mission fulfillment and capacity to monitor its environment, forecast and adapt to change, and insure institutional viability and sustainability are the main points of Chapter Five. The College's Strategic Framework 2012-2015, Core Theme and Mission Fulfillment Indicators Report (2013), and Self-Evaluation Reports for accreditation are the primary documents of these activities. The College evaluates the adequacy of its resources and

capacity on a periodic basis through accreditation/self-evaluation activities and on an annual basis through comprehensive planning, including review/revision of the Strategic Framework, core theme planning, and budget development. Tillamook Bay's model for evaluating mission fulfillment uses evidence-based assessment results to make determinations of quality, effectiveness, and mission fulfillment. This includes analysis of indicators for core theme objectives as well as analysis of broader areas of mission achievement. Conclusions are communicated to internal constituencies (TBCC's Leadership Team, College Council, Board of Education, et al.), but TBCC continues to look for more ways to share results and conclusions with the public.

The College's mission, core themes, core theme objectives, definition of mission fulfillment, and achievement indicators for core theme and mission fulfillment assessment are reviewed and revised as necessary through TBCC's governance system. The Planning and Steering Committee has spearheaded those activities in the past but, pending accreditation, the College Council (with faculty, staff, administration, and student representation) will be the primary vehicle for examination of these elements. The TBCC Board of Education is involved and has final approval of these elements. Outcomes and assessment results for instructional programs, including student learning outcomes, are reviewed, revised as necessary, and used for improvement by the Assessment Group and Curriculum Committee. Review of goals or intended outcomes of other programs and services is accomplished at the departmental level and/or within the Strategic Framework.

## Report Summary

### Key Institutional Strengths

- Tillamook Bay Community College is guided by a longstanding and comprehensive mission statement that is well understood by its stakeholders. The College has four core themes with identified objectives for Progress, Completion, and Achievement and measurable indicators of accomplishment for those objectives.
- Tillamook Bay has the resources and capacity to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services.
- Employing sufficient numbers of qualified personnel to support College programs and services receives high priority at TBCC. Tillamook Bay also commits to employing sufficient numbers of qualified faculty to achieve its educational objectives.
- The College provides programs of appropriate content and rigor that are consistent with its mission. Expected course, program, and institutional (degree) outcomes are identified and published in syllabi, in CCOGs, in the TBCC Catalog, and/or on the TBCC website.
- Faculty exercise a major role in design, approval, and implementation of the curriculum and take primary responsibility for assessing student achievement.
- Tillamook Bay creates effective learning environments with appropriate programs and services to support student learning.
- Consistent with TBCC's mission and core themes, the Library and Learning Center serves the curriculum well and satisfies TBCC's needs.
- Tillamook Bay has an established and positive history of financial stability, planning and budget development, and financial practices. A history of relatively stable auxiliary fund balances and strategic funds provide stability for current operations and leverage for future growth.
- Consistent with its mission, core themes, and characteristics TBCC creates and maintains facilities, equipment, and technological infrastructure to support its mission, programs, and services. A revised Facilities Plan and revised Technology Plan are part of the Strategic Framework 2012-2015.
- The College engages in purposeful and ongoing strategic planning designed to lead to mission fulfillment. Planning includes emergency preparedness and contingency planning to ensure continuity of mission critical functions.
- Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives and programs and services.

- The College evaluates alignment, correlation, and integration of programs and services holistically in response to core theme objective accomplishments. This is done through the multi-level review of the Core Theme and Mission Fulfillment Indicators Report.
- Campus stakeholders (Leadership Team, Planning and Steering Committee, Assessment Group, College Council, et al.) regularly review TBCC's assessment processes.
- Tillamook Bay's Strategic Framework 2012-2015 provides a master plan that guides resource allocation and application of institutional capacity. Using the results of assessments to effect improvements is an integral part of TBCC's planning processes for the institution and for its programs and services.
- The College's model for evaluating mission fulfillment directly connects assessment of mission fulfillment to core theme objectives (Progress, Completion, and Achievement) and broader aspects of the mission (Access and Equity).
- Tillamook Bay uses its governance system to review and revise as necessary its mission, core themes, core theme objectives, and achievement indicators.
- The College demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences. This capability ensures enduring institutional relevancy, productivity, viability, and sustainability.

### **Key Institutional Challenges**

- Core theme planning, assessment, and improvement processes continue to be refined at TBCC. Indicators for the Collegiate and General Education Core Theme and Workforce Development Core Theme may be too numerous, those for the Developmental Education Core Theme are still being refined, and more indicators need to be identified for the Community Enrichment Core Theme or this theme needs to be revised.
- The College continues to refine assessment processes to be more direct and expand use of results to improve teaching and learning at the program level for continuous improvement of its educational offerings.
- Although there is sharing of results of core theme achievement with on-campus stakeholders, TBCC is working on ways to share summary results with other constituencies.
- The College would benefit from more formal processes for evaluation of programs and services at the departmental level with respect to accomplishment of core theme objectives and departmental goals. Departmental assessments could then be integrated into comprehensive institutional planning.

- Ensuring adequate funding for hiring, compensating, and retaining qualified employees remains an ongoing challenge. Uncertainties continue regarding the level of State funding for community colleges.
- The College would benefit from more grants appropriate to the College's mission and more fundraising through the TBCC Foundation.
- Part of ongoing planning includes technology update and replacement planning to ensure TBCC's technological infrastructure is adequate to support its operations, programs, and services. One area where TBCC will continue to address increased needs is support, including training, for instructional technology use.

### **Institutional Plans for Improvement**

- Tillamook Bay will review its mission, core themes, objectives, achievement indicators, and model for evaluating mission fulfillment as part of its comprehensive planning process in 2014-2015. In response to findings in this Self-Evaluation Report, one focus will be on the Community Enrichment Core Theme and its alignment with the current environment (internal and external), TBCC's mission, capacity, and sustainability.
- The College will continue to move forward on its efforts to utilize the Human Resources module within Jenzabar.
- Tillamook Bay will publicize information on completing academic programs in a timely manner, policies and procedures, and mission fulfillment achievement to students and others.
- The College will expand articulation and degree partnership agreements.
- The College will establish more formal assessment at the departmental level that will evaluate accomplishment of core theme objectives as well as goals of programs and services.
- The College will complete its plans for more direct assessment of student learning outcomes and more systematic use of results for improvement at the program level.
- Tillamook Bay will find additional ways to make results of planning and assessments more accessible to the wider community.
- The College will focus on student retention and completion.



**TILLAMOOK BAY**  
COMMUNITY COLLEGE

4301 Third St. Tillamook, OR 97141 \* (503)842-8222 \* [www.tillamookbay.cc](http://www.tillamookbay.cc)