

***Northwest Commission on Colleges and Universities***

**A COMPREHENSIVE EVALUATION COMMITTEE REPORT  
FOR  
INTERIM CANDIDACY**

**Tillamook Bay Community College  
Tillamook, Oregon**

**May 3-5, 2010**

***A Confidential Report Prepared for the Northwest Commission on Colleges and  
Universities  
That Represents the Views of the Evaluators***

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## **Introduction**

The Tillamook Bay Community College (TBCC) District covers a largely rural area of the northwest Oregon coast that contains a population of approximately 25,845 individuals. The residents are comprised of a high percentage of those who are older (55 years or greater), augmented by individuals who are 35-54 years of age, and those who are 20-34 years old, respectively. Job opportunities are somewhat limited and primarily pertain to those in natural resources (timber) and agriculture, with additional employment available in the government sector, manufacturing, business, service, and leisure.

Established in 1981, the College is an institution that shows signs of remarkable resiliency and creativity. TBCC now resides in a newly opened facility that includes state-of-the-art classrooms and science laboratories, new library and computer laboratory space, and various faculty, service, and administrative offices. Employees of the College and local residents take great pride in the realization of improved teaching, learning, and service opportunities represented through this change.

Partnerships are in place with other educational institutions, businesses and industries, and local agencies and organizations. Successful work has been done to leverage resources in support of a more autonomous organization that closely reflects the needs of the community in both programming and service delivery.

## **Accreditation History**

TBCC contracts for accreditation through Portland Community College (PCC). In 2006 an Application for Consideration was submitted to the Northwest Commission on Colleges and Universities (NWCCU) to seek independent accreditation status. The College became a Candidate for Accreditation in January of 2009 and began preparing for its first interim candidacy evaluation. The institution chose to adopt NWCCU's revised standards (Version 5.0) for its current self study process.

## **Quality and Usability of the Institution's Self Study Report**

TBCC's self study report is a clearly written document that evaluators found to accurately reflect the strengths and weaknesses of the institution. Committee members found the report contents to be forthright with respect to the level of institutional progress made to date related to both candidacy and accreditation standards. Accompanying documents were readily available and ample in supporting the needs of the visiting members. College employees report being actively involved in the self study process and reporting documentation. Given its fairly recent exposure to the newly-revised Standards, the College did a highly admirable job of organizing evidence that attests to compliance and practices.

## **Methods Used to Verify Contents of Self Study Report**

A variety of methods were used to verify the contents of the self study report to include examination of exhibits and documents prepared by the College; individual meetings with administrative, management, and leadership staff; and large-scale meetings with faculty, staff, Board members, and students. Whenever possible, evaluators used multiple sources of information to validate their conclusions.

## **Institutional Compliance with Eligibility Requirements**

1. Authority: TBCC is authorized and approved by the Oregon State Board of Education to serve as a Community College Area Education District. Through a service agreement with Portland Community College TBCC delivers college credit instruction, certificates and degrees.
2. Mission and Goals: TBCC's mission, vision, and goals are clearly documented and adopted by the College's Board of Education. Planning and budgeting efforts are aligned with the stated mission of the institution.
3. Institutional Integrity: TBCC Board of Education policies address the following: intellectual freedom, respect for the individual, standards of conduct, academic integrity, student rights and responsibilities, academic freedom, freedom from sexual harassment, affirmative action/non-discrimination, and other matters. Appropriate processes and procedures are in place to address instances where it is believed policies have been violated.
4. Governing Board: Board of Education members are elected to the seven-member non-paid body. Five board members represent specific geographical areas, while two additional members serve in an at-large capacity. Board policy specifies that members have authority only when serving as a member of the full Board.
5. Chief Executive Officer: The College employs a full-time President, appointed by the Board, who serves as the Chief Executive Officer. The President is granted authority by the Board of Education to oversee the operations of the College.
6. Administration: The College employs adequate administrative employees to carry out the fulfillment of the institution's mission and goals and to provide leadership for the major units of college operations.
7. Faculty: The College employs appropriately credentialed full- and part-time faculty. Faculty and administrators continue to strengthen the faculty evaluation process, which does include multiple indices of performance review. Faculty are actively engaged in institutional and curricular planning and assessment.
8. Educational Program: TBCC offers a comprehensive educational program to include basic and developmental skills classes, workforce training certificates and degrees, college transfer options, and career and continuing education. Program assessment continues to be a work in progress, with progress evident in many areas.
9. General Education and Related Instruction: General education and related instruction components of certificates and degrees are well-defined and published.
10. Library and Learning Resources: Services and the collection available through the library are adequate in meeting the needs of program students and faculty. The library website provides access to a wide range of resources, while computers and media technology in the library area are made readily available to staff and students.
11. Academic Freedom: The College has in place policies and practices that support academic freedom. Faculty report ample opportunity for intellectual freedom and participation in the governance of the institution.

12. Student Achievement: Course outcomes are documented in College Course Content and Outcomes Guides. Program outcomes are established for all applied degrees and certificates of completion. Transfer degree outcomes are identified for each program of study. Multiple measures are used to assess the acquisition of student learning outcomes. Faculty report that they are eager to more fully use the results of program and course outcomes to improve teaching and learning efforts.
13. Admissions: TBCC utilizes a clearly stated and published admissions process, in keeping with the mission of an open door institution.
14. Public Information: College publications (catalog, schedule of classes, website) contain up-to-date information regarding program and course offerings, institutional policies, and support services.
15. Financial Resources: The College has adequate financial resources to sustain operations and cover capital expenses. The Board of Education adopts an annual budget and is provided monitoring reports at each Board meeting. Adequate financial reserves are available should an emergency situation arise.
16. Financial Accountability: College financial records are audited by an independent third party and the results are filed in accordance with state requirements.
17. Institutional Effectiveness: The institution's strategic planning process continues to evolve and develop to full maturity. All members of the college community are provided opportunities to engage in the process of revising the TBCC Strategic Plan, developing and amending assessment indicators, and analyzing and applying the results.
18. Operational Status: The Tillamook Bay Area Education District was established in March of 1981 and has operated as a contracted institution through Portland Community College since that time. The College is currently engaged in the candidacy process to become independently accredited.
19. Disclosure: College publications accurately reflect the institution's accreditation status and information about current accreditation processes is made available to the Commission and to other appropriate parties.
20. Relationship with the Accreditation Commission: TBCC works to comply with standards and policies of the Northwest Commission on Colleges and Universities. The institution has elected to report through the Draft 5.0 Revised Standards process.

## **Standard One – Mission, Core Themes, and Expectations**

TBCC's mission statement is noted as being stable and long-standing. Employees and students have a deep knowledge and appreciation for both the content and spirit of this declaration of intent. While the institution has identified a set of core themes, objectives, and measurements to determine the achievement of the mission, it is recommended that a clear statement be established that defines mission fulfillment in the context of TBCC's purpose, characteristics, and expectations (Standard 1.A.2). The current definition is expressed in terms of institutional goals. While these goals reflect strategic priorities of the College, they do not provide support for the synthesis of institutional achievements into an evaluation of mission fulfillment. This statement may be expressed in qualitative or quantitative terms, or it may contain some elements of both aspects. Defining mission fulfillment more clearly is necessary action that will closely tie current core theme and outcome efforts to mission achievement.

The institution has in place core themes that reflect essential components of the mission; objectives are established for each core theme, accompanied by measurable indicators that provide the foundation for assessment efforts.

Efforts associated with mission, core themes, and expectations are in a stage of on-going development. Uniform collection of key indicator data, analysis and synthesis of the results and application of findings to enact progress is evident; these new processes need to become more evenly applied and systematic.

### **Findings and Conclusions**

The institution has a clearly-developed mission statement that serves to inform the performance of the institution in fulfilling its mission. Associated core themes and objectives are developed in each of four identified areas. Data is collected, arranged, analyzed, and synthesized in support of continuous performance improvement efforts.

One area of work yet to be accomplished is the clarification of mission fulfillment through the articulation of qualitative and/or quantitative terms.

### **Commendations**

The College has in place a clearly articulated mission that guides its operations, programs, and services and engages in a systematic review process to affirm the mission.

The College has identified four core themes, objectives, and indicators that measure fulfillment of the adopted mission and is actively engaged in measurement against the themes.

### **Concerns**

The College must more clearly describe mission fulfillment in order to determine the effectiveness of core themes and indicators of achievement.

Planning for independent practices, programs, and services must continue in order to accomplish the goal of being an independently accredited institution.

## **Standard Two – Resources and Capacity**

The Committee found TBCC to be strategic and innovative with respect to the method used to deploy resources and ensure institutional capacity in meeting the mission. The organization's strategic plan is used as the basis for decisions related to programming, facilities, budget, and human resources. Documentation, the self study report, and interviews attest to the fact that efforts are well underway to ensure a stable and independent future is realized for the College.

### **Governance, Leadership, and Management**

Members of the TBCC community are actively engaged in governance of the institution. The Board of Education has developed and adopted a framework of practice that flows from the College's strategic planning efforts and encompasses well-organized and regularly-reviewed policies. An annual policy review process is in place and the Board is beginning the process of engaging both the internal and external community in activities to update the current strategic plan. All constituent groups have an opportunity to participate in the decision-making processes of the institution. The institution uses a window for planning that includes the previous two years, the current year of operation, and a four to six year future vision.

The Committee found evidence that the institution understands and practices activities that are consistent with the Commission's standards for accreditation. Oversight of activity related to this endeavor is clearly delegated.

Roles and responsibilities of Board of Education members are understood and documented. Board member duties are clearly defined by institutional policy and widely understood by individuals in these leadership roles. Board members are careful to ensure they perform their roles without exerting influence as individuals; the Board speaks with one voice. A review of minutes and direct conversations with Board members attest to careful avoidance of conflict of interest.

A great deal of work is evident with respect to the development and review of institutional policies and rules. An annual process is in place to review all such regulations. The Board has established a clear and systematic means for evaluating the CEO and is clear in its delegation of authority. Additional professional development of the Board is evident, to include its own practices of self-evaluation as a body.

An effective and well-functioning leadership team is in place. Administrators possess appropriate academic credentials and experience and are evaluated on a regular basis. Ample documentation attests to the involvement of the executive team in planning and operational oversight, and in efforts that include the college community in these processes. Minutes of meetings and documentation reflect broad participation in planning and assessment activities.

### **Academic and Student Policies and Procedures**

Academic policies of the institution are clearly documented, reviewed on a regular basis by the appropriate oversight groups, and appropriately communicated to students and staff. Library policies are well-defined and are being further strengthened through the efforts of new library leadership. Policies and practices regarding transfer of credit are accurate; further development to create a broader range of transfer guides for use by staff, faculty, and students is underway. Many efforts to support effective and efficient transfer of students between and among receiving institutions are undertaken.

Student policies (academic honesty, appeals, grievances, and disability accommodation processes) are clearly stated in the college catalog, schedule of classes, student handbook, and on the web. Staff are knowledgeable about both the content and administration of these policies. A well-defined academic standards policy, with accompanying procedures, is applied evenly and fairly as evidenced by records and other documentation.

Students are active through both the Associated Students of Tillamook Bay Community College (ASTBCC) and Phi Theta Kappa organizations. Policies and procedures are in place to ensure appropriate compliance with regulations and regular oversight. Student roles and responsibilities with respect to clubs, leadership, and publications are clearly documented.

### **Institutional Integrity and Academic Freedom**

Documents and publications accurately reflect the programs and practices of the institution. Careful attention is paid to ensuring commitments made to students and the public are realized. Highly commendable work on the part of the College is evident when reviewing practices related to degree completion timelines afforded to students. Publications, not limited to the catalog, class schedule, and policies/procedures, portray an accurate representation of college practices.

There is a high degree of evidence with respect to ethical practices of the institution. Documentation regarding the use of local funds, financial oversight, and planning processes show transparency and adherence to local, state, and federal regulations. Conflict of interest statements are in place and interviews attest to a clear understanding of best practices in this category. Copyright, compensation, and intellectual property guidelines are either in place or being developed/reviewed. Ample knowledge about these issues assures compliance.

The institution is clear in its representation of accreditation status, and many efforts are being made to respond to a greater level of independence with respect to clearly sought autonomy. Agreements are also in place with respect to contracting for services; bid processes are consistent with established rules.

Faculty report a wide range of freedom with respect to their teaching and learning practices. Many faculty reported receiving financial support for their research and publication work. Efforts are made to support faculty in professional development and interaction with colleagues who teach in discipline and specialty areas.

### **Finance**

The Board and institutional leadership actively engage in effective financial planning activities. Members approve and monitor expenditures of operating, local, and capital funds. Reserves are of a sufficient size to protect the institution in case of an emergency situation, and are accrued and used in a manner that is transparent and in keeping with outlined practices. Adequate cash management and financial procedures are in place and are documented and evidenced through interviews and observations.

### **Human Resources**

TBCC employs a sufficient number of personnel to support the operations of the institution. Although most individuals have competing responsibilities within their area of expertise, the size of the College and number of students served allows for the execution of essential functions in

support of the mission. As evidenced in Article 300 of the Policy Manual, policies and procedures for the selection of personnel are well established and publicized. Job descriptions accurately reflect duties and responsibilities and are annually reviewed and updated as appropriate.

Support staff and those serving in an administrative role are evaluated annually in coordination with the annual budget cycle. Personnel are evaluated on a position inventory form and are given ample opportunities to discuss, review and respond to their evaluation document. Care is taken to ensure employee records are maintained in a secure and confidential manner.

TBCC should be commended for the way they embrace and support professional development. Evidence was found that faculty, staff, and administration are able to participate in professional development opportunities that contribute to their personal and professional growth. Furthermore, faculty and staff should be recognized for their willingness to become better at what they do. The desire to improve was evident regardless of their roles within the institution.

TBCC employs a small number of full-time faculty and a much larger group of adjunct faculty. Collectively they are tasked with meeting the educational objectives of the institution. Minimum qualifications for faculty are set by the State of Oregon. Evidence was found that TBCC complies with these state requirements. Both full-time and adjunct faculty meet minimum qualification standards through educational attainment, work experience, or content expertise (as is the case with the community education instructors).

There is ample collaboration between TBCC faculty and PCC faculty through Subject Area Committees (SACs), ensuring continuity of educational programming and course outcomes guidelines. It should be noted that this current arrangement is sometimes seen as restrictive by TBCC faculty; they demonstrate their ability to remain flexible and adjust their teaching methods to remain consistent with PCC.

Faculty workloads are in proportion to the needs of the institution and suggest a student success focus. A majority of faculty time is spent on campus, providing excellent accessibility for students. They balance their time performing instruction, engaging in course preparation, and serving on various committees. Advising is not a formal function of the faculty at TBCC, but many faculty have assumed a highly commendable mentoring role with their students.

Criteria exist for the systematic evaluation of the faculty within the guidelines of the standard. A review of the Faculty Position Inventory, student evaluations, and classroom observations combine to form a substantive evaluation process. Peer evaluations and self-evaluations, which are currently being developed, will further strengthen the quality of the evaluation process.

## **Education Resources**

TBCC offers a range of degree and certificate options appropriate to its mission as a community college. Students planning to transfer can pursue an Associate of Arts (AAOT), Associate of Science, or a focused degree for business (ASOT-BUS). The majority of degrees awarded are Associate of General Studies, which offers more flexible routes to meeting degree requirements. As more transfer options are made available and more traditional-age students enroll, the College expects to see more students pursue the articulated transfer degrees.

Professional/technical (AAS) degrees, and certificates ranging from 13 to 53 credits, are offered in business administration, social sciences/human services, computer applications/information

systems, and industrial technology (including apprenticeships). Allied health degrees in medical laboratory technology, nursing, and pharmacy technician are available through partnerships with Portland Community College (PCC), Clatsop Community College, and Central Oregon Community College, with TBCC offering prerequisite and general education courses. Degree information and graduation requirements are published in the college catalog and on the website. Degree and certificate designations and credit requirements are consistent with generally accepted norms for associate degree-granting institutions.

The catalog features a statement of “educational values and institutional outcomes,” developed by TBCC faculty with leadership from the Assessment Group. This statement, and the core outcomes adopted by PCC, constitutes student learning outcomes for transfer and general studies degrees. These outcomes are aligned with the recently developed statewide transfer and general education outcomes. Several faculty reported participating in the development process for statewide outcomes, since adopted by TBCC for its general education program. The catalog also includes a statement that defines general education, related instruction and the expected benefits to students.

Each applied science degree has a program outcomes statement, published in the catalog. Course outcomes are included in course syllabi. Course content and outcomes guides (CCOGs), which are adopted through the PCC Subject Area Committee (SAC) process, include both learning outcomes and strategies for their assessment.

Faculty maintain a primary role in the determination of curriculum through the TBCC Curriculum Committee. This group reviews and recommends changes to courses, programs, and degrees. Contracted faculty are also members of their disciplinary SACs at PCC; these groups also have a voice in the curriculum approval process under TBCC’s relationship to PCC as a contracting college. TBCC faculty cited examples where they have benefited from their participation in SAC discussions or were successful in securing approval for new programs or courses through PCC’s structure.

In some cases, however the differences between the two colleges with respect to community needs and populations served have presented barriers to curricular adjustments that would better address TBCC’s specific priorities. TBCC faculty take responsibility for fostering and assessing achievement of student learning outcomes. Direction is provided by the Assessment Group, which includes contracted faculty and interested adjunct faculty along with the dean, librarian, and institutional researcher.

Faculty report a high level of integration of library and information resources into teaching and learning processes. Evidence reviewed by the committee indicates that the library is responsive in securing needed resources for instruction and solicits frequent input from faculty. Developmental education and basic skills faculty report increased interaction with library staff and implementation of new strategies to incorporate library and information resources into those areas of instruction.

TBCC currently follows PCC policies for the acceptance of transfer credit and the awarding of credit for prior experiential learning. TBCC plans to adopt its own administrative rules for these areas as it progresses through the candidacy process. Accurate information related to these practices is published in the TBCC catalog.

## Undergraduate Programs

The general education component of TBCC's associate degree programs includes required coursework of at least sixteen quarter credits in arts and letters, science and math, and social science as well as writing and computation. Specific credit requirements and applicable courses are identified in the college catalog, which is accessible on the TBCC website. The College's general education statement articulates the value of general education to students and describes the benefits to students in increased understanding, awareness, and breadth of perspective. While all associate degrees require the same distribution areas, they differ in the specific courses that count toward the requirements and the options for elective credit; the Associate of Science and ASOT-BUS also require additional coursework in health and computer applications, respectively. The AGS degree offers more flexibility in options to meet distribution and elective requirements.

Although TBCC occupational programs still use the PCC assessment structure, the occupational programs have also adopted the new TBCC institutional learning outcomes. These outcomes are also integrated into course syllabi. The TBCC catalog identifies program outcomes as well as career pathways for each AAS certificate and degree. Each occupational degree also specifies that students need to meet the comprehensive requirements, specific requirements, and general education requirements for the AAS degree.

General education courses have identifiable and assessable learning outcomes defined on CCOGs and syllabi. Examples of course assessments were collected through a request for information to the faculty in spring 2009, a process that the College intends to repeat. Courses that were identified as addressing institutional learning outcomes to a high degree are being further explored in an "evidence tool" matrix that identifies what type of assessment evidence (objective exam, writing assignment, group assignment, etc.) provides documentation of attainment of lifelong learning, communication skills, thinking skills, cultural awareness, and/or professional competence. A statewide framework for general education outcomes was adopted in fall 2009, and will be used by the Curriculum Committee in review of general education courses going forward.

For AAS degrees, the comprehensive requirements provide students with an overview of rules pertaining to restrictions and rules for degree conference. The specific requirements identify the set of specific occupational courses required for the degree or certificate and the expected math and writing courses. The general education requirements specify that each occupational degree must include sixteen credits selected from the general education distribution list identified in the college catalog. The courses include credits from arts and humanities, social sciences, and mathematics, natural and physical science, and computer studies distribution lists. For AAS certificates of one year or more duration, students are expected to complete nine credit hours of related instruction in communications, computation, and human relations. These courses are taught by discipline specific faculty with appropriate qualifications. Evidence available to the committee indicates that the faculty and staff have invested substantial effort in identifying student learning outcomes and in developing assessment plans and structures.

Documentation is in place and faculty have clearly engaged in substantive discussion of issues revolving around student learning outcomes and assessment, including aligning course, program, and institutional outcomes, methods of assessment, and means of documenting attainment of student learning outcomes. The committee observed that, while there are

examples of the use of results to improve instruction, these processes are not yet systematic and regular across all programs or degrees or at all levels (course, program, or degree). The College's intentions are ambitious and its planning has laid a well-designed foundation; the Committee encourages its continued progress in this area.

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

TBCC has a strong tradition in continuing education. In previous years approximately 50% of the campus FTES were from the continuing education effort. After Oregon stopped funding continuing education, the program was significantly reduced. TBCC has identified one of its accreditation Core Themes to be Community Enrichment. One element of Community Enrichment is the Continuing Education Program. Campus administrators report a renewed effort is expected in the continuing education area as a result of the self study process. The adoption of the Community Enrichment Theme has demonstrated that, at the current 27% FTE level, continuing education is a significant part of campus effort and, therefore, the campus mission. Additional evidence of the importance of Continuing Education is that the Coordinator is a member of several key institutional committees including the Enrollment Management Committee.

Unlike other instructional areas, TBCC maintains independent oversight from PCC in the area of non-credit continuing education courses and programs. The Continuing Education Program not only addresses the Community Enrichment Core Theme, it also integrates the Workforce Development and the Developmental Education Core Themes into its programs and courses as well.

TBCC has already made progress toward the development of a formal process for creating, approving, reviewing, and evaluating continuing education courses. The TBCC Curriculum Committee has oversight in the CEU procedures for continuing education courses.

### **Student Support Resources**

Tillamook Bay Community College (TBCC) has created appropriate programs and services consistent with the nature of its educational programs. The philosophy of the College, especially within student services, is to give students the tools to control their own educational journey. Access to services is equitable and is made available through online and in-person processes. Currently, college orientation is made available to students online. TBCC continues to work to offer additional services online in the hope that this will improve access to valuable student information.

In anticipation of increased growth at the institution, a Strategic Enrollment Management Plan has been developed. Specific goals outlined within the plan have been created and delegated to appropriate personnel. In addition, students are continually surveyed to measure goal achievement and program effectiveness. Appropriate committees work with the resulting data to implement improvements to services.

TBCC provides a safe and secure environment for students. Crime statistics are published in the college catalog, student handbook, and the college website. A comprehensive campus safety plan is currently being considered for approval. The plan accounts for student safety and contains a learning module so that faculty, staff, and students become familiar with the plan. Provisions for the reporting of data associated with state and federal laws are also included.

The institution recruits and admits students who, through placement testing, can prove their ability to benefit. All students must apply for admission; however, TBCC does not charge an admission fee; they adhere to practices of an open enrollment institution with respect to acceptance of admission applications.

Students are able to meet with an academic advisor in order to develop a personalized education plan. Following initial advising, students are able to register themselves without this service for the remainder of their enrollment at TBCC. Graduation requirements and transfer policies are readily available to students through the class schedule, college catalog, and other publications located in the student services office. New students are required to attend an orientation session which is also available online.

The Committee found evidence that TBCC follows the guidelines set forth by the NWCCU in regard to “teach outs”. Although this isn’t an issue that happens at TBCC with any regularity, historical evidence attests that significant arrangements are made to ensure students are able to fully complete programs of study within a reasonable period of time.

The Catalog produced by TBCC contains current and accurate information, including language required by Standard 2.D.5. The catalog is provided to students as requested. A PDF file of the catalog is accessible on the college website. Requirements for licensure or entry into professional/technical programs are also made available to students through the catalog and informational literature.

TBCC has adopted policies and procedures regarding the secure retention of student records. The institution is transitioning from a paper system to a digital system. The paper records now serve as the backup for the digital system and are stored in fireproof file cabinets. Electronic storage and security of student records is done in collaboration with the IT department. A backup of electronic files is performed nightly. In addition, a comprehensive backup to an off-campus site is performed weekly. Through these processes, the likelihood of losing both paper records and digital records in the event of a disaster is highly reduced. Guidelines set forth by the Family Educational Rights and Privacy Act (FERPA) are followed and students are made aware of their rights and responsibilities regarding these regulations. Faculty and staff receive training during in-service sessions, ensuring confidentiality standards are met.

Financial Aid at TBCC is delivered through PCC. A detailed timeline has been created to help TBCC transition from being PCC-dependent. Personnel shifts and internal processes are beginning to take place signaling the start of the transition process. Due to the current TBCC/PCC relationship, duties associated with entrance and exit counseling, repayment obligations, and default rates are all handled by PCC.

Academic advisement is a program provided by student services. The personnel assigned to perform this task should be commended for their strong knowledge about all programs and offerings at TBCC. Although the College makes information available to students who can self-advise, great care is taken to ensure that students understand how to navigate the registration process and are aware of graduation requirements.

TBCC does not have an extensive number of co-curricular activities. Student Government and Phi Theta Kappa (PTK) Honor Society are the two that enjoy the most longevity. The College has assigned a faculty member to advise and develop more co-curricular activities. Appropriate bylaws and guidelines exist for the governance of student clubs.

TBCC's only auxiliary service is the college bookstore. Bookstore size and offerings reflect and support the academic programs at TBCC. Procedures have been developed to ensure students have fair and equitable access to necessary materials. The college community has had opportunity for input regarding bookstore services and the bookstore has been receptive to recommended changes that benefit the student body and the college community. Although not addressed within the self study report, TBCC does comply with standard 2.D.14. Identity verification for students enrolled in distance education is handled during registration. Confidential passwords and access codes are given only to those students registered for online courses. Specific policies concerning distance education do exist and are conveyed to students during the registration process.

## **Library and Information Resources**

The TBCC library holds or provides access to resources sufficient to support the institution's mission, core themes, programs and services. The library owns about 2,900 monographs and audio-visual items. It subscribes to a suite of electronic databases through Gale, which is funded by the state for all libraries in Oregon. A subscription to InfoTrack is independently held by the College. Interlibrary loan services are provided through memberships in the Coastal Resource Sharing Network (CRSN) and the Oregon Library Association (OLA). Access to additional resources is provided through an agreement with PCC. TBCC students and staff may borrow PCC print and media material and access PCC databases online. Full library services are provided by PCC to TBCC students and staff who come to the PCC library. In addition to these resources, there is a Learning Center in the library which provides access to tutoring services, computer software, and mathematics lectures on DVD to students.

Based on conversations with library staff, students, and faculty, the resources available are adequate to support the demands of the curriculum. The library reinforces the College's mission and core themes through the provision of material and services in support of the curriculum. The College's fourth theme of Community Enrichment is also supported by the library's policy of free and open access to resources owned by the library to members of the community.

The Librarian will disseminate a student survey instrument for the first time to all faculty members on May 17, 2010 for distribution and completion in their classes. The information collected from the survey will be used in the library's planning process. Although no formal faculty or staff survey is in place, the Librarian gathers feedback through informal communications from the Library Committee, which includes faculty, staff, and students, and through service on the Faculty Curriculum Committee. The faculty and staff are small and well-connected enough that this feedback is sufficient at present.

The Librarian is available to conduct group instruction sessions on information literacy as requested. The Librarian and Library Assistant answer individual questions in person and by phone and email. A one-credit Information Literacy course is planned for the fall of 2010 and will be taught by the Librarian to students in developmental courses. A new online instruction service, the Cooperative Library Instruction Project (CLIP), is being developed by four Oregon institutions of higher education, and will provide free access to online information literacy instruction. The Librarian plans to use CLIP resources with TBCC students.

The library collects standard usage statistics, including gate count, monograph and audio visual material circulation, and usage of databases to which it subscribes independently. The security of subscription electronic resources is protected through individual user passwords which must be entered for off-campus access. Usage statistics of electronic resources accessed through

consortia agreements are not divided by institution, making these numbers more difficult to track, but overall consortia usage is considered in evaluation of possible additions to the library's collection.

## **Financial Resources**

The College has demonstrated financial stability and has adequate reserves to support its programs and services. On June 30<sup>th</sup> 2009 the College had a General Fund balance of \$1,128,693. Excess college funds are invested in the Oregon local government investment pool (LGIP), which provides security and liquidity of funds as needed. Sufficient resources are available to make timely debt service payments on long term obligations of the College and to pay current operating expenses and college obligations.

Input for the budgeting process is provided by budget coordinators, who represent each department and staff group. This input is presented to the budget administrators and a detailed budget is prepared. Personnel budgets are set by the Dean of Administrative Services based on the current staffing needs and funds available. Due to the challenging nature of the economy, the College provided no cost of living adjustment and implemented a furlough program for faculty and staff of eight and twelve days respectively for the 2009 – 2010 year. Administration anticipates mitigating a portion of the compensation reductions in future years as additional funds become available.

Financial reports are compiled on a monthly basis and presented to the board. The monthly reports appear to be adequate to allow the board to make well informed decisions. The College undergoes an external financial audit on an annual basis and regularly receives unqualified opinions from its external auditors. Financial statements are prepared using generally accepted accounting principles. It appears that the functions of the Business Office and Student Services are well structured and policy is in place to have effective internal control.

The Tillamook Bay College Foundation has been established to raise funds and support the mission of the College. Student scholarships made through the Foundation reduce the amount of money that is awarded from the General Fund. The Foundation is run by an independent Board and the transactions between the College and the Foundation are held at arm's length.

## **Physical Infrastructure**

In May 2007, a bond issue of \$9,865,000 was passed by the voters for the purpose of acquiring land and constructing new facilities. In addition matching funds in the amount of \$4.9 million were received from the State of Oregon. In January 2010 the College moved on to its new 5 plus acre campus and into a new 43,000 square foot building. Approximately \$2.2 million of the bond issue remains in the capital project fund for future growth and building infrastructure in North and South County.

The facilities have been constructed to meet the core themes that have been identified for the College. The new campus provides an accessible, safe and secure place for collegiate and general education, developmental education, workforce development and community enrichment. In addition to the main campus, workforce development utilizes the facilities at the Tillamook High School Vocational Center. The College has invested over \$300,000 to retrofit 4,000 square feet at the high school to provide a quality learning space in support of the College's mission. The main campus building is made available for community use if it does not interfere with the primary academic function of the College.

Phase 1 of the College's facilities master plan was developed by an architecture engineering group in 2004. Site selection for the current campus was identified as a possible location in this early master plan. A contract has been signed and progress is continuing on development of Phases 2 and 3 of the master plan, using the original firm.

### **Technological Infrastructure**

Prior to the move to the new campus a comprehensive Technology Assessment and Plan Project Report was developed. The plan makes recommendations for staffing, hardware, software and systems. Funding for the information technology department has been established to provide adequate resources to fund technology systems and infrastructure to support the college mission and core themes.

### **Findings and Conclusions**

TBCC carefully attends to planning, the strategic deployment of resources (fiscal, human, and physical), and assessment of progress in order to effectively fulfill its mission. While there is still work in progress to fully actualize independence as an accredited (versus contracted) institution, a great deal of stable infrastructure is evident. Employees are proud of their accomplishments and appear eager to improve their own performance and that of the institution. Students are well-informed about expectations regarding learning and engagement. The Board and college leadership have established strong relationships and practices that will serve the College well into the future.

### **Commendations**

The Board and college leadership are commended for their dedication to planning and effective stewardship of the institution. Of special note is the development and use of comprehensive policies and practices that guide the performance of the institution and ensure compliance with regulatory requirements.

Students are commended for their creative spirit and work spent developing a broader range of student life options.

The College is commended for its application of fair practices with respect to hiring, training, and evaluation of all employee groups. In addition, the College's commitment to on-going professional development is highly noteworthy.

Staff are to be commended for their dedication to enhanced training and skill development in anticipation of independent college status.

Faculty and staff are commended for their investment in identifying student learning outcomes and in developing assessment plans and structures.

The Committee recognizes TBCC's substantial and successful effort to serve its district through a vigorous Continuing Education Program.

Library staff are commended for their responsiveness to the needs of their users.

The College is commended for its careful use of available resources in light of the goal to continue expansion of programs and facilities. Recent completion of new facilities, further enhancements to technology capabilities, and plans for regional expansion are evidence that the College continues to pursue and attain mission fulfillment.

### **Concerns**

The Committee observed that, while there are examples of the use of results to improve instruction, these processes are not yet systematic and regular across all programs or degrees or at all levels (course, program, and degree). The College's intentions are ambitious and its planning has laid a well-designed foundation; the Committee encourages its continued progress in this area.

## **Standard Three – Planning and Implementation**

Multiple planning efforts are underway at TBCC, and the results are carefully integrated to form a basis for decision making and analysis of performance. Many indicators demonstrate that the institution is performing in a manner that is both strategic and thoughtful.

### **Institutional Planning**

TBCC has in place a comprehensive Strategic Plan for 2005-2010 and an updated plan for 2010-2015. These plans are carefully aligned with other planning efforts of the institution to include budgeting, program planning, core theme analysis, facility planning, and human resources hiring and deployment. Staff, faculty, and students report that they are invited and encouraged to participate in the development of plans that move the institution forward and monitor progress. Plans are readily available to those both internal and external to the College.

A great deal of data is used to inform planning efforts. Various committees and groups regard the data available to be useful and important in informing their work. As these planning processes continue to mature, more targeted data collection can and should be realized. The College recently completed work on a proposed Safety Plan, currently under review and moving forward for adoption. This document is very comprehensive and employees appear to take pride in the completion of this body of work.

As recommended, TBCC should more clearly define mission fulfillment. This action will focus planning efforts of the institution as well as core theme and assessment work. Using mission fulfillment as the foundation for planning efforts also serves as a means for assisting in the prioritization of efforts to move the institution forward in a systematic and strategic manner.

### **Core Theme Planning**

The Collegiate and General Education Core Theme represents the undergraduate general education and pre-transfer instructional programs that contribute to the achievement of TBCC's mission. Under this core theme, TBCC offers four associate degree programs:

Associate of Arts – Oregon Transfer (AAOT)  
Associate of Science (AS)  
Associate of Science Oregon Transfer – Business (ASOT-BUS)  
Associate of General Studies

This Core Theme also encompasses lower division college credit courses, including general education, and is aligned with the institution's goal of providing quality courses and programs that enable students to reach their learning goals. Core Theme objectives for Collegiate and General Education are: student progress toward educational goals; degree/certificate completion; and achievement of student learning outcomes at the course, program, and degree levels.

In addition to the instructional programs within this Core Theme, programs and services include college governance, human resources, student support services, library and information resources, financial services, and physical and technical infrastructure. The College has identified the contributing components of each of these programs and services in its report. Student learning outcomes are defined for degrees, the general education program, and each course.

Institutional learning outcomes for degree completers are published in the college catalog, while course outcomes are included in syllabi and are also documented in CCOGs. College representatives participated in the development process for statewide general education outcomes, which was completed in fall 2009; these were subsequently adopted by TBCC. A program review process has also been developed and will be piloted by the Business Administration program beginning this year.

Data on indicators related to Core Theme objectives are collected and analyzed. Data support is provided by the institutional researcher, with information drawn from a range of sources including retention and completion data, reports on performance after transfer from receiving institutions, and student learning outcomes assessment. This indicators report is reviewed and discussed by the Planning and Steering Committee and Assessment Group and is accessible to college staff and faculty.

The Workforce Development Core Theme pertains to AAS degrees and certificates, CTE credit courses, apprenticeships, preparatory and supplementary occupational courses, Continuing Education Unit courses, contracted training, the Small Business Development Center and the Economic Development program.

TBCC reports a strong tradition in Carl Perkins funding has provided initial guidance in the development of the Workforce Development Theme and its indicators. The TBCC institutional Strategic Plan also supports this theme and the plan can be mapped to the Workforce Development Theme through Institutional Strategic Planning goal #2 to “provide quality courses and programs” and to goal #7 “to provide a leadership role in the economic development of the community.”

The Workforce Development Theme objectives review student progress toward their goals, assess the achievement of appropriate learning outcomes, and determine if students earn a workforce certificate or degree. The Workforce Theme is supported by the institutional resources as identified in standard 2. TBCC services and administrative committees also support the Workforce Theme, and program advisory committees, the community SBDC and the Economic Development office also provide support for the Workforce Theme. The new industrial maintenance program specifically meets local business needs and is designed to match the skill sets of local companies.

There is strong evidence that the institutional resources and capacities are aligned to provide support. Specialized facilities needed for the workforce program have been identified and in several cases remodeled to specifically fit program needs. Partnerships with the local school districts and other entities have benefited both high school and college students.

The institution reports information from the Workforce Development Theme are used at the institutional level for program review information, at the course level, and at the student level. The Business program is piloting a new program review process, expected to be completed summer 2010. Other workforce programs will be scheduled for review in the future.

The faculty are in further student learning conversations and are considering capstone courses or a portfolio approach to provide additional student learning evidence. Although these options are not currently available within the PCC guidelines the faculty are preparing options should TBCC be granted individual accreditation status. These assessment conversations are scheduled to continue through the work of the Assessment Committee, Curriculum Committee

and general faculty conversations. It is the intent of TBCC to use this information to inform and support planning for the Workforce Development Theme.

Data is being collected to review and evaluate the Workforce Theme. The data includes information from surveys, graduation completion rates, licensing rates, student engagement surveys, and advisory committee information. All information is reviewed and provides feedback for the Workforce Theme.

The Developmental Education Core Theme encompasses the College's skill development programs providing instruction below the collegiate level. These include adult basic education; GED preparation; English for speakers of other languages (ESOL); high school completion and credit recovery; and postsecondary remedial courses. The focus of the developmental education effort is consistent with institutional mission and goals: it addresses educational needs of the community, and offers courses that enable students to reach their educational goals.

Core Theme objectives include student progress and success in developmental courses and subsequent college-level courses. Programs and services supporting this Core Theme, in addition to instructional programs, include contributing components of college governance, student support services, library and information resources, human resources, financial resources, and physical and technical infrastructure. Service planning in each of these areas incorporates developmental education plans and objectives through departmental planning, gap analysis, and institutional work plans that are guided by the strategic plan.

Developmental Education Core Theme planning is informed by data from multiple sources, some of which are specific to related programs and some of which come from general college data systems. Skill gains in basic education and ESL courses are assessed through the CASAS assessment system that is common to federally-funded basic skills programs. Other sources include GED examinations, enrollment reports, course and program completions, attainment of college-level credits, and course evaluations. Title II programs are required to complete annual accountability reports and undergo periodic external reviews, which provide additional sources of data for attainment of core theme objectives and program goals.

The TBCC Community Enrichment Core Theme pertains to adult continuing education, community education, and hosted event programs. Courses and program offerings are developed in support of the service district population lifelong learning efforts as well as meeting community needs. The theme can be mapped to the second institutional goal "to provide quality courses and programs." The institution reports that many of the theme's indicators are new and were created in order to align with the accreditation process.

The campus includes the capacity and resources to adequately support the Community Enrichment Theme. The theme, with its strong history of community service, is recognized as an important way the College provides service for the District. The College's technology staff support the computer classes, registration and business functions support community and continuing education enrollment, and facilities, both on- and off-campus are available to the program. As further evidenced, the College's quarterly schedule document dedicates multiple pages to the Community Education Program.

Additional information about the Community Enrichment Core Theme is available from course evaluations, satisfaction and community surveys, instructor feedback, and informal assessments. This theme is also informed by community partners such as the hospital and the

local YMCA. This theme is central for the College in delivering the lifelong learning component to the community. Continuing education also allows the College to extend its occupational efforts by offering training prior to finalizing the ability to offer credit bearing coursework. The College reports that with the identification of the Community Enrichment Theme additional effort will be available to provide systematic program feedback.

### **Findings and Conclusions**

The institution has identified four core themes that reflect effective planning and integration. These core themes serve to support the mission of the institution and meet the needs of those who reside in the service region. While still a new undertaking for some areas of the College, planning is clearly informed through data and is becoming a more integrated whole. The Committee found evidence that core theme planning informs many aspects of institutional effort and is carefully integrated into both specialized and day-to-day practices.

### **Commendations**

The College is to be commended for comprehensive planning efforts that guide and inform decisions.

The College is commended for producing and using a wide range of data in the development and monitoring of its planning efforts.

### **Concerns**

The Committee observed multiple planning efforts being conducted by the College. In order to ensure a stable, predictable planning effort is in place attention should be given to clearly defining mission fulfillment and then aligning planning efforts with core theme development and assessment.

## Standard Four – Effectiveness and Improvement

The Committee found that TBCC has in place indicators of achievement and actively engages in the analysis and synthesis of data that determines progress against its core theme objectives. Evidence is present that the results of these efforts inform and improve institutional performance. In some instances these systems of measurement are quite mature, while in others the efforts are still in the developmental or testing phase.

The institution recently produced its first Institutional Goals and Core Themes Indicators Report. While still in the review phase, this method shows a promise for organizing, stabilizing, and directing assessment efforts of the College.

Accomplishment of objectives for the Collegiate and General Education Core Theme is evaluated through the collection and analysis of data on multiple indicators. These include milestones of progress toward educational goals (15 and 30 college-level credits, retention measures), attainment of associate degrees, performance of students after transfer, and achievement of student learning outcomes.

Assessment of attainment of institutional learning outcomes by degree graduates is in progress. As a first step, faculty reported to the Assessment Group the extent to which these outcomes were addressed in individual courses. Faculty are now following up on this identification by providing information in an evidence matrix that indicates the means of assessment that document attainment of these outcomes within specific courses. Assessment of general education program outcomes is also relying on a new process organized around the statewide framework adopted in fall 2009. While student learning outcomes at the course level have been in place for some time, documentation of attainment of these outcomes is not yet systematic or regular. Examples of the use of course-level assessment results to improve instruction were collected in spring 2009 through a “request for information” to the faculty. The Assessment Group is engaged in planning how best to synthesize this information as well as how to gather additional data on the use of results in courses.

Evaluation of programs and services that support the Collegiate and General Education Core theme is tied to the College’s strategic planning goals and the work plans that implement specific actions. Multiple plans are in place addressing a wide range of college programs and services, including enrollment management, library, and technology.

Indicators of achievement for the Workforce Core Theme include student progress toward goal attainment, completion of certificates and/or degrees, and achievement of student learning outcomes. The results have been inconsistent in meeting state targets for technical skill attainment with a decreasing trend line. Enrollment for non-traditional participants have exceeded targets while non-traditional completion rates have been below target rates.

Employer feedback, however, has been very positive and student placement levels have provided evidence of workforce program success. A recent survey further details local employer satisfaction with student skill levels and work ethic.

TBCC, when compared to statewide data, is below the completion rate of other community colleges. Faculty recently rated their courses low on addressing the new campus ILOs. After reviewing the results it was determined more information was needed including consistency on rating ILOs with possible additional indicators.

The new program review process will be instrumental in providing Workforce program feedback. The Curriculum Committee and the Assessment Group will provide oversight on the process and consider program review information and degree and certificate outcome information.

Non-Academic Programs are evaluated through strategic planning, gap analysis, and institutional-level work plans. In most cases goals and/or outcomes have yet to be established. However the SBDC grant process provides an assessment process, and Perkins funded programs also have accountability measures. The strategic planning process provides additional evaluation of progress that has been made on goals.

Developmental Core Theme objectives are assessed by examining skill gains in ABE and ESOL, GED examination performance, completion rates for postsecondary remedial courses, and the percentage of students who go on to earn college credit. Comparative statewide data are also identified. As no degrees or certificates are defined for developmental education, outcomes assessment is focused at the program and course levels.

The adult basic skills programs are the subject of an annual Title II performance report which includes data on student progress and skill-level attainment. A state-level review of these programs is conducted every seven years, with the most recent in March 2010. Courses classified as postsecondary remedial are numbered below 100 and teach college preparatory skills in mathematics, reading, and writing. Courses addressing test anxiety and college success skills also come under this area. These courses are offered for credit, but are not transferable. Faculty participate in the student course/faculty evaluation process. In the future program performance will be reviewed by the Curriculum Committee.

Basic skills, GED, ESOL, and postsecondary remedial courses have course outcomes stated in syllabi. Teaching faculty have responsibility for evaluating student achievement of course outcomes. The identification of developmental education as a Core Theme has brought new attention to the need for more focused data collection and evaluation processes for these courses; though they have long been part of the curriculum, assessment efforts tended to emphasize college credit instruction. The College has completed a review of the alignment and integration of planning, resources, capacity, and assessment practices for developmental education, and has identified ways in which other departmental and institutional planning can better coordinate with developmental education planning.

TBCC uses a series of indicators to assess the Community Enrichment Core Theme. These data include course participation, number of courses offered, tracking repeat enrollment, and course evaluations. Students enrolled in Community Enrichment courses have library resources adequate to support course completion. These are provided in the form of print and electronic resources which are either owned by the TBCC library or provided through consortium agreements. In addition, members of the community who are not enrolled in courses may use materials owned by the TBCC library free of charge.

Integrated into the assessment practices and methods for each of the Core Themes are elements pertaining to non-academic programs and services. Non-academic programs are evaluated through strategic planning, gap analysis, and institutional-level work plans. In most cases goals and/or outcomes have yet to be established. However the SBDC grant provides an assessment process, and Perkins funded programs also have accountability measures. The strategic planning process provides additional evaluation of progress that has been made on goals.

## **Findings and Conclusions**

Evidence provided through exhibits and interviews attest to the use of assessment results for improvement. The Institutional Goals and Core Themes Indicators Report holds promise for more clearly aligning this work in determining mission fulfillment. The annual production of this report will influence work plans for all areas of the College and inform planning with respect to programming, learning assessment, budgeting, facilities, and human resources.

## **Commendations**

The institution is commended for the development of the Institutional Goals and Core Themes Indicator Report and beginning efforts to use the results of this report to enact improvements.

The College is commended for the active engagement of all institutional units in the collection, analysis, synthesis, and use of data and information to conduct assessment of programs and services.

## **Concerns**

While a great deal of assessment activity is being conducted at TBCC, systems are still in the developmental stages. Additional alignment with the Core Themes and a clear tie to mission fulfillment is necessary in order to fully stabilize these efforts.

## **Standard Five – Mission Fulfillment, Adaptation, and Sustainability**

There are many indicators that TBCC is working to make progress with respect to the accomplishment of core theme indicators. As noted in Standard One a clear definition of mission fulfillment is necessary in order to adequately and accurately determine whether the institution is fulfilling its mission. The College is rapidly developing thoughtful and appropriate means for adapting and sustaining its operations in response to the needs of the communities and students it serves.

### **Mission Fulfillment**

The institution is engaging in active, on-going assessment that is being organized to support the analysis of accomplishments at the core theme, program, and course level. Employees report that they are eager to discover the results of these assessment efforts and apply what is learned to improve the institution's performance. A great deal of progress has been made to ensure assessment is strongly evidence-based. The College is encouraged to continue these efforts and to engage in synthesis of the results to develop evidence-based judgments about fulfillment of mission.

### **Adaptation and Sustainability**

TBCC is very mindful of the need to create effective planning and assessment processes that will work to support institutional improvement and sustainability. From the Board to college leadership, and from faculty and staff to community members, it is evident that TBCC is carefully working to manage its future. Improvements with respect to the core themes are evident, and the structures and systems that will set a foundation for practices of progress and success, while in the early stages of development, show much promise.

The College also shows work in progress that can lead to a clearer relationship between a definition of mission fulfillment and core themes, goals and outcomes, and assessment practices.

The self study document contains an excellent review and revision section in Standard Five that attests to the deep consideration being given to the improvement of current practices as measured by the Commission's Standards for Accreditation. It is evident that the College understands and is working to live both the practice and the spirit of quality improvement as is expected of an independently accredited institution.

## **Summary**

Tillamook Bay Community College is a stable organization engaged in the transition from being a contracted institution under the guidance and authority of Portland Community College to a fully independent independently-accredited institution. There is much progress evident with respect to planning, the development of core themes, indicators of institutional assessment, and the use of results to enact improvement and change.

The status of many of the efforts of the College ranges from being mature to somewhat developmental. Members of the college community clearly engage in the work underway, and have the capacity and dedication to continue making progress toward full accreditation status. The Committee is encouraged by progress to date and has confidence that future progress is in store for the institution.

## **Commendations**

1. The Evaluation Committee commends TBCC for providing leadership in its region that significantly strengthens cultural, social, and educational opportunities for its citizens.
2. The Evaluation Committee commends the TBCC Board of Education and College leadership for their commitment to institutional stewardship, examples of which include updating of District policies, engaging in strategic and succession planning, adopting long-range facility and budget plans, and participating in professional development.
3. The Evaluation Committee commends the College for the quality of its self study process and for producing a report that is an honest, accurate, and highly usable document.
4. The Evaluation Committee commends TBCC faculty for their positive and active engagement in assessment activities that lead to the improvement of teaching and learning.
5. The Evaluation Committee commends the staff of TBCC for their engagement in proactive planning in anticipation of greater independence over facilities, systems, and processes.
6. The Evaluation Committee commends the College for employing prudent financial and facility planning processes and for creatively leveraging community resources through partnerships.

## **Recommendations**

1. The Evaluation Committee recommends 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. (Standard 1.A.2)
2. The Evaluation Committee recommends that TBCC continues and completes comprehensive planning processes that are informed by the collection of appropriately-defined data that are analyzed and used to evaluate fulfillment of its mission. (Standards 3.A.3)
3. The Evaluation Committee recommends that TBCC continues to engage in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data – quantitative and/or qualitative, as appropriate to its indicators of achievement – as the basis for evaluating the accomplishment of its core theme objectives. (Standard 4.A.1)
4. The Evaluation Committee recommends that TBCC continue to evaluate regularly 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)