

# TILLAMOOK BAY

COMMUNITY COLLEGE

**Strategic Framework  
2020  
Approved Feb 2015**





Tillamook Bay Community College achieved accreditation status as a fully independent college in January 2014, retroactively effective to the start of the 2013/2014 academic year. With the focus that the accreditation effort provided, the college committed to maintaining its momentum and building on the foundation of collaborative efforts that helped us reach that important milestone. The campus community immediately began casting the vision for 2020, and initiated a review of TBCC's vision, mission, values, core themes and strategic goals as the first step for Year One of the seven-year accreditation cycle.

All college stakeholders have been actively involved in this re-visioning process, which is expected to chart the course for the college for the next seven years of accreditation (2013-2020). The effort was initiated during the college "In-service" day in April of 2014, with a full day of meetings focused on strategic planning. The college community worked together to identify both strengths and gaps in the vision, mission, and core themes that constitute the guiding framework for college planning and the seven-year journey to re-accreditation. Faculty and staff also began the process of identifying values that should guide the college's work over that period. Following that solid start, the College Council continued the intentional work on the strategic plan. In late spring 2014, draft copies were shared with students for their input and feedback. During summer 2014, community partners reviewed and provided feedback on the proposed vision, mission, core themes and values. Two college-wide "in-service" meeting days were then conducted in fall 2014 which synthesized all of these steps, culminating in a final draft of our revised vision, mission, core themes, values and strategic goals. The entire campus subsequently modified and refined the strategic framework which would be used to guide the college's work through the year 2020.

Concurrent with the final self-study accreditation visit in October 2013, the college received notification that it was awarded a five-year Title III grant for \$ 2,248,211. Additionally, the college implemented its plan to strengthen its ability to use data and cohort s tracking to enhance opportunities for and decrease barriers to student success. To help realize that goal, TBCC joined the rural Oregon Community College consortium in 2012/2013 to employ "The Achieving the Dream" research. We took our first look at college Achieving the Dream data in the spring of 2013. The college was in a unique position at that time to pause to evaluate its strengths and gaps, and to create a more refined and integrated strategic framework that could guide the college. The college recognized that it needed to become more strategic with its goals to ensure success for students by creating a small, personal learning environment. Title III resources and the associated goals of this grant, the "Achieving the Dream" metrics and plans, Career Pathways, and other grants have all been essential to assist in aligning and creating our highly prized vision and college

mission: student success. TBCC core themes, indicators, and strategic goals have been refined and restructured to underscore the college's over-arching commitment to focus on the success of each and every student. This student success initiative synchronized seamlessly with the eight-person evaluation team that conducted the "Comprehensive Evaluation Visit." The evaluation team made a single recommendation, which reads as follows:

**Recommendation.** The College has improved its capacity for gathering data and conducting meaningful analysis to improve alignment with indicators, objectives, core themes, and mission fulfillment. The Evaluation Committee recommends that the College continue to refine its planning model to integrate strategic enrollment planning, academic planning, technology planning, and facilities planning within the College's Strategic Framework so that subsequent planning, assessment, and improvement activities are meaningfully developed over the seven-year cycle. (3.A.1; 3.A.3)

The various working committees analyzed several available reference sources that provided information relating to national, state, local and community college trends and projections for the future. In undertaking this planning process, the goal was to first engage the TBCC community about the challenges of the future, and then create consensus and alignment around needed next steps. A team from the college attended "High Impact Practices" sponsored by Community Colleges Survey of Student Engagement (CCSSE). The college had already implemented all but two of the high impact practices for student success, and yet the success metrics were not increasing. A review led to the realization that the practices at TBCC were there, but they did not create a "fabric" for students, staff or faculty. Specifically, they were a group of "practices" with which the students, staff and faculty did not connect or use to build a culture of success. The planning process provided the opportunity for the collective community to engage in analysis and discussion around success from the front door to the end of second term -- an important threshold beyond which many students were not persisting. External and internal environments were investigated to help inform future directions. A rich dialogue developed during the process that is now providing a valuable medium for the implementation of the college's new core themes. That framework will continue to serve as the navigational tool for the entire organization as we move forward in a chaotic world.

The strategic framework for 2020 sets a course that TBCC staff and faculty will work on together to guide the college. This strategic framework maintains Tillamook Bay Community College's continuing commitment to our comprehensive mission that is focused on student success in learning, transfer education, career and technical education, developmental education, or lifelong learning. It is the commitment to the community that TBCC is their college and their access portal to the education and training they need to meet their career goals.

Any plan is only good if you use it, work it, refine it, and learn from experience. The strategic framework is, and will continue to be, a process to assist all of us at TBCC to stay focused with our energy, talents and use of resources. It is our navigational tool to guide us to our future.



Why do we need a navigational tool? Community college policy, governance, and finance are all undergoing a major sea change. More is being asked of community colleges at the state and national levels. Tillamook Bay Community College’s strategic framework provides direction in today’s fast changing environment. The framework consists of vision, mission, values, core themes and strategic goals. Each 18 months, operational plans will be developed and followed to assist the college to reach the goals. These plans will assist us in prioritizing and allocating limited resources. The strategic framework supports staff and faculty in focusing their efforts to effectively serve students and the Tillamook County community. The framework needs to be flexible as funding, partners, and college finances are in constant flux.

The proposed *2020 Strategic Framework* is the first step to a process that will ensure that there is a review, discussion, and communication that will provide effective evaluation and point to next steps for College Council and all other college committees. While this framework is not the final word, it serves as a “true north” guide to provide helpful direction in accomplishing the College’s vision and mission.

I would like to express my appreciation to all faculty and staff who have been involved in the planning process. I anticipate that this document will provide strategic direction to enable the College to accomplish its mission in the 21st century.

I invite you to join us in accomplishing our goals. Please contact us with your ideas on creating or expanding a business partnership, hosting an event at the college’s conference center, or registering for a class.

Thank you.

Connie Green  
President

Tillamook Bay  
Community College  
Strategic Framework  
Table of Contents

Building on our Strengths ..... 6

Vision, Mission, Values and Core Themes ..... 7

Goals 2020 ..... 8

Core Theme Objectives and Measures ..... 11

Operational Plans ..... 20

    Instruction..... 20

    Facilities, Safety and Human Resources..... 25

    Business Office/Bookstore ..... 27

    Student Services ..... 29

    Title III ..... 33

    Advancement ..... 41

## **Building on our strengths**

Tillamook Bay Community College (TBCC) is the smallest community college in Oregon in enrollment and headcount. While it has the smallest population service area in Oregon and the population is generally static in numbers, the Latino and older adults are both growing. TBCC serves a population that has a high percentage of employed adults without high school degree and GED. Poverty is high, and the largest percentage of workers is found in minimum wage retail or entry level food processing positions. Generally speaking, this community does not have a career college-bound culture. The staffing at the college is exactly what is needed for accreditation. Being small and personal are assets that TBCC brings to the community.

The strengths of TBCC are built on this small, personal learning environment as well as on the community partnerships that helps the college leverage resources. TBCC has community partners for each of the CTE degrees programs. TBCC partners with each of the three high schools and is working with them to create career and college going opportunities for all graduates. TBCC has invested in shared space at each high school. To cement the cooperation and coordination to our collective goals, the boards from the three school districts meet with the College Board, ensuring bridges and options for students.

The Evaluation Committee for Accreditation recognized the strong relationship between college and community in its final accreditation report.

### **Commendation**

The Evaluation Committee commends the College for developing deep and meaningful connections with community partners through fostering a local culture that values the importance of education.

### **Commendation**

The Evaluation Committee commends the administration, staff, faculty, and students of the College for enthusiastically embracing and embodying a spirit of service, engagement, and commitment to the mission of the College and the educational endeavors through which it is fulfilled.

### **Commendation**

The Evaluation Committee commends the College on the development of a college campus that is a center for a culture of collaboration that reflects the progress and hope of the community it serves.

TBCC strategic framework is built on the commitment to small, personal and creating a legacy. TBCC is committed that students can complete their degrees in a two year window. There may be fewer choices but the classes will be small, personal and rigorous. The learning environment will prepare the student for the next step: career, transfer, entrepreneurship or job enhancement skills.

## **VISION**

Tillamook Bay Community College is a local leader in educational excellence and innovation, community advancement, and economic success.

## **MISSION**

Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves the needs of our diverse community.

## **VALUES**

Tillamook Bay Community College values and promotes student success through academic excellence and resourceful teamwork in an environment that is personal and friendly.

### *STUDENT SUCCESS*

TBCC values being keenly receptive and intentionally responsive to students and fully supports achievement of their goals.

### *ACADEMIC EXCELLENCE*

TBCC values rigorous, relevant education and training for students and the community.

### *RESOURCEFUL TEAMWORK*

TBCC values collaboration, effective communication, and the wise use of resources to accomplish our mission.

### *PERSONAL & FRIENDLY*

TBCC values and demonstrates genuine concern and respect for each other, communities we serve, and our students while helping each achieve their potential.

## **CORE THEMES**

- Educational Excellence
- Economic Success
- Leadership, Partnership and Community Engagement

## Goals 2020

### ***Educational Excellence, Economic Success, and Leadership, Partnership, and Community Engagement***

**Goal I: TBCC exhibits year-to-year increases in total student enrollment and full-time student equivalent numbers (FTE) as it enhances its reputation as a small, personal, and technology-advanced learning environment focused on academic excellence.**

Potential objectives to support the achievement of Goal I:

1. TBCC will support a variety of flexible and innovative learning modalities that utilize both technology-enhanced, hybrid, and online classes while maintaining instructional consistency, rigor, and integrity. TBCC will schedule program requirements and electives to ensure that full-time students, upon completion of prerequisite work, are able to complete degrees within a two-year timeframe.
2. TBCC will support and foster student engagement in college life and activities, focusing on intentional and personal interactions between students and all college staff.
3. TBCC will provide equitable support to students through online open educational resources.
4. TBCC will effectively market future course offerings, programs, career and educational pathways, and the legacy of our students' experiences in completing their educational goals, ultimately increasing community awareness, partnerships and participation.
5. TBCC will implement and maintain technological resources, including bandwidth, hardware, and software, in response to the needs of all students and all types of learning modalities.
6. TBCC will provide the necessary resources to support faculty, staff, and student learning in technology-enhanced instruction, offering support in instructional design, professional development activities, online tutoring, and advising.

**Goal II: TBCC supports students needing pre-collegiate learning and reduces barriers to their achievement of educational goals.**

Potential objectives to support the achievement of Goal II:

1. TBCC will develop and implement pre-assessment diagnostic tools and related self-tutoring resources and modules to facilitate the refreshment of specific skills.
2. TBCC will investigate, evaluate, and implement early, alternative, and/or supplemental assessments of student skill levels to enhance accurate placement in pre-collegiate courses. Such activities will be done in light of high school common core assessment.
3. TBCC will support accelerated student completion of remedial levels through the development of compressed course modules, online developmental courses, supplemental review sessions, and other alternate instructional delivery modes.

4. TBCC will support student progression through and successful completion of pre-collegiate courses through the development and provision of tutoring, mentoring and limited case management services.
5. TBCC will implement strategies to reduce barriers to student completion of pre-collegiate/high school courses by utilizing adequate technology and high school connections.

**Goal III: TBCC forms and fosters industry, community, and educational partnerships and responds to community needs with the further development of Career Technical trainings and programs that create opportunities for economic growth and success.**

Potential objectives to support achievement of Goal III:

1. TBCC will research the feasibility of offering more CTE trainings and courses, and increase the ability for current and potential employees to complete industry certifications, apprenticeships, certificates and degrees in response to industry partner needs and interests.
2. TBCC will increase the quantity and quality of dual credit offerings through cooperation with K12 partners.
3. TBCC will develop and implement professional development opportunities for faculty, high school teachers, and industry adjuncts to ensure academic excellence in all educational offerings, and increase interaction amongst faculty, high school teachers and industry adjuncts.

**Goal IV: TBCC exhibits increased student retention and continuous growth in student completion of certificates, degrees and personal educational goals.**

Potential objectives to support achievement of Goal IV:

1. TBCC will develop and implement a college-wide, enhanced advising process to identify student needs and improve student retention by building on the existing strengths, expertise and knowledge-base of all employees; implementing an early warning system; and referring students to appropriate college and community support services.
2. TBCC will create clear expectations and processes for students to complete gateway courses within their first 36 credits.
3. TBCC will expand reverse transfer, degree partnerships and articulation agreements with four-year colleges and universities to support student continuation in advanced studies.
4. TBCC will promote student attainment of commonly-accepted industry certifications in occupational areas and complementary credentials that will improve student employment potential.

**Goal V: TBCC employs technology-based solutions in conjunction with highly effective interactive learning to assist students and employees in tracking the improving educational processes, assessments and outcomes.**

Potential objectives to support achievement of Goal V:

1. TBCC will develop and cultivate a virtual teaching and learning center to facilitate professional sharing and continual improvement of faculty efforts.
2. TBCC will provide professional development for technology enhanced instruction and learning.
3. TBCC will incorporate hybrid, online, and/or technology enhanced delivery for all regularly-scheduled credit classes.
4. TBCC will identify and develop at least one online degree program.

**Goal VI: TBCC's technical infrastructure and services support the implementation and growth of technology-based operations, online classes, and support services in all operational areas of the college.**

Potential objectives to support achievement of Goal VI:

1. TBCC IT infrastructure will provide the capacity and support for all college operations and support services, and increase college-wide training and support in the effective use of available technology to enhance and streamline workflow.
2. TBCC IT infrastructure will provide the capacity and support for the development of online advising and tutoring services in support of technology-enhanced instruction.
3. TBCC IT infrastructure will provide the capacity and support for TBCC Foundation and Development operations to improve the publication of and review processes for scholarship applications, tracking of resource development opportunities and records, and enhancing their web presence.
4. TBCC IT infrastructure will provide the capacity and support to implement, ensure and maintain critical network security and confidentiality in compliance with regulations and accepted conventions.
5. TBCC IT infrastructure will provide the capacity and support for the identification and implementation of software to convert the process of curriculum review, submission and documentation as well as the process of submission, review and evaluation of course, program and institutional learning outcomes assessments to a digital system.
6. TBCC IT infrastructure will provide the capacity and support for online access and publishing of college-wide performance data through the implementation of Tableau software, with accommodation for ongoing review and potential platform changes.
7. TBCC IT infrastructure will provide a student "degree audit" software to assist in planning and preparation, (CEP, etc.) with a visual dashboard.
8. TBCC IT infrastructure will provide the capacity and support to update, maintain and utilize the college's website in timely, informative and user-friendly ways.

## Core Theme Objectives and Measures

In support of the college mission and values, the three core themes of Educational Excellence, Economic Success, and Leadership, Partnership, and Community Engagement aim to:

Create a nurturing and supporting environment for all students that encourages and promotes success in achievement of their educational goals;

Contribute to the economic growth and development of students, community residents, and the entire region;

Cultivate a culture of collaboration that reflects the progress and hope of the community it serves.

College personnel are dedicated to the success of our students in pursuit and completion of their educational goals, leading to their subsequent achievement in life and meaningful contribution to the community's future. The objectives and measures detailed below assist the college team in evaluating college progress toward fulfillment of this goal. Comprehensively, these objectives and measures address the question:

Do the combined efforts of college personnel create a fabric that supports student success and achievement, contributing to the success of our community?

### Objectives and Measures for Core Theme 1: Educational Excellence

<b>Objectives</b>	<b>Measures</b>	<b>Aligns with Support</b>	<b>Data Sources</b>	<b>Tracking Periodicity</b>
<p>Progress: Students make consistent and timely progress toward their individual educational goals.</p> <p>Query: Are college efforts to support and promote student success evidenced by consistent student progression and sustained efforts term-to-term?</p>	P1: Completed college orientation	P1: ATD; Strategic Goal VI, Objective 7; ATD (Achieving the Dream)	P1: TBCC Student Information System	P1: Quarterly new students
	P2: Pre- and Post-test CA-SAS score gains	P2: Strategic Goal II, Objective 1; Title II, ATD, OCC AC (Oregon Community Colleges Achievement Compact)	P2: TOPSPro (Tracking of Programs and Students) database	P2: Quarterly
	P3: Student term-to-term persistence	P3: Strategic Goal IV, Objective 1, 2; ATD	P3, P4, P5, P6, P7: TBCC data system (detailed reports, FTE reports); Oregon D4A data system	P3: Quarterly

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
	<p>P4: Student fall-to-fall persistence</p> <p>P5: Student successful completion of 15 college-level credits in one year</p> <p>P6: Student successful completion of 30 college-level credits in one year</p> <p>P7: Average time to completion</p>	<p>P4: Strategic Goal IV, Objective 1, 2; ATD</p> <p>P5: Strategic Goal IV, Objective 1, 2; OCC AC</p> <p>P6: Strategic Goal IV, Objective 1, 2; OCC AC</p> <p>P7: Strategic Goal IV, Objective 1, 2; OCC AC, ATD</p>		P4, P5, P6, P7: Annually
<p><b>Achievement:</b> Students achieve their educational goals.</p> <p>Query: Are college efforts to reduce barriers to student success evidenced in consistent student achievement in coursework and/or success after transfer to four-year institutions?</p>	<p>A1: Success in subsequent related coursework in Reading/Writing</p> <p>A2: Success in subsequent related coursework in Math</p> <p>A3: Achievement of course learning outcomes</p> <p>A4: Achievement of program and Gen. Ed. learning outcomes</p> <p>A5: Performance after transfer</p> <p>A6: Progress of transfer students</p>	<p>A1: Strategic Goal IV, Objective 2; ATD</p> <p>A2: Strategic Goal IV, Objective 2; ATD</p> <p>A3: NWCCU</p> <p>A4: NWCCU</p> <p>A5: Strategic Goal IV, Objective 3</p> <p>A6:</p>	<p>A1, A2: TBCC student information system; Oregon D4A data system</p> <p>A3, A4: TBCC learning outcome assessment records</p> <p>A5, A6: National Student Clearinghouse Data</p>	<p>A1: Annually</p> <p>A2: Annually</p> <p>A3: Quarterly</p> <p>A4: Quarterly</p> <p>A5: Annually</p> <p>A6: Annually</p>

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
<p><b>Completion:</b> Students exhibit successful completion of degrees, certificates, and/or licensing/certifications or transfer with success.</p> <p>Query: Are college efforts to reduce barriers to student success evidenced in students' successful completion of coursework at key stages, leading to successful completion of credentials or transfer?</p>	C1: Completion of Basic Skills/ESOL	C1: Strategic Goal II, Objective 1; Title II	C1, C2: TOPSPro	C1: Quarterly
	C2: Successful GED applicants	C2: Strategic Goal II, Objective 1, 4; OCC AC, Title II		C2: Quarterly
	C3: Successful completion of pre-college English and Math courses	C3: Strategic Goal II, Objective 1, 2, 3, 4, 5; Strategic Goal IV, Objective 2; OCC AC, ATD	C3: TBCC student information system, Oregon D4A data system	C3: Quarterly
	C4: Successful completion of gateway courses	C4: Strategic Goal IV, Objective 2; ATD	C4, C5, C6: TBCC student information system, Oregon D4A data system	C4: Quarterly
	C5: Associate degree completion	C5: Strategic Goal III, Objective 1, 2, 4; OCC AC, ATD		C5: Annually
	C6: Career and technical degree or certification completion	C6: Strategic Goal III, Objective 1, 2, 4; OCC AC, ATD		C6: Annually
	C7: Licensing/certification rates	C7: Strategic Goal III, Objective 1, 2; Strategic Goal IV, Objective 4; OCC AC, ATD	C7: C8: Oregon D4A Data System; National Student Clearinghouse	C7: Annually
	C8: Transfer rates	C8: Strategic Goal IV, Objective 3; OCC AC		C8: Annually
	C9: Institutional learning outcomes	C9: NWCCU	C9: TBCC Assessment Records	C9: Annually

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
<p><b>Equity and Access:</b> TBCC serves the needs of its diverse community through flexible scheduling and provision of services and course offerings.</p> <p>Query: Are college services and course offerings accessible to students with varying needs?</p>	<p>EA1: Access to student services and early success planning</p> <p>EA2: Access to evening, hybrid and online course offerings</p> <p>EA3: Student body demographics relative to community demographics</p> <p>EA4: Student satisfaction with college services and offerings</p>	<p>EA1: Strategic Goal I, Objective 6; Strategic Goal VI, Objective 1, 2, 4; ATD</p> <p>EA2: Strategic Goal 1, Objective 1, 5, 6; Strategic Goal V, Objective 3, 4; Strategic Goal VI, Objective 2, 4; Title III</p> <p>EA3: Mission</p> <p>EA4: TBCC Mission, Values, Strategic Goal 1, Objective 1, 6; Strategic Goal IV, Objective 1</p>	<p>EA1: TBCC Student Information System;</p> <p>EA2: TBCC catalog and quarterly course schedules;</p> <p>EA3: TBCC student information system; PSU population research center</p> <p>EA4: CCSSE and SENSE student surveys</p>	<p>EA1: Quarterly</p> <p>EA2: Quarterly</p> <p>EA3: Annually</p> <p>EA4: Annually/Biennially?</p>
<p><b>Equity and Access:</b> The college supports the diverse needs of its community through the provision and promotion of financial aid services, scholarship opportunities, and the use of open educational resources.</p> <p>Query: Is the college successful in reducing economic barriers to student success?</p>	<p>EA5: Publication of financial aid information; Student awareness of financial aid opportunities</p> <p>EA6: Growth in available student scholarships</p> <p>EA7: Growth in use of open educational resources for instructional materials</p>	<p>EA5: Strategic Goal IV, Objective 1; Strategic Goal VI, Objective 8; NWCCU; Title III</p> <p>EA6: Strategic Goal I, Objective 3; Strategic Goal VI, Objective 8; Title III</p> <p>EA7: Strategic Goal VI, Objective 3</p>	<p>EA5: TBCC student surveys; College website and publications</p> <p>EA6: College Foundation records</p> <p>EA7: College bookstore textbook records</p>	<p>EA5, 6, 7: Annually</p>

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
<p><b>Equity and Access:</b> The college is recognized as and strives to embody a personal, small and high technology learning community.</p> <p>Query: Does the college cultivate and represent to students a welcoming, personalized, and accessible learning environment?</p>	<p>EA8: Continuous improvement in student perceptions of college as a personal, responsive and high technology learning community</p> <p>EA9: Growth in college IT infrastructure and capacity</p> <p>EA10: Growth in number of courses using technology-enhanced, hybrid, and on-line instructional methods</p> <p>EA11: Professional development opportunities for faculty and staff</p>	<p>EA8: TBCC mission, values, Strategic Goal VI, Objective 1</p> <p>EA9: Strategic Goal VI, Objective 2; Title III</p> <p>EA10: Strategic Goal VI, Objective 2, 4; Title III</p> <p>EA11: Strategic Goal I, Objective 6; Strategic Goal III, Objective 3; Strategic Goal V, Objective 1, 2; Title III</p>	<p>EA8: Student Surveys including SENSE and CC-SSE</p> <p>EA9: Title III progress reports</p> <p>EA10: TBCC Quarterly course schedules</p> <p>EA11: Title III progress reports; TBCC records</p>	<p>EA8: Annually or Biennially</p> <p>EA9: Biennially</p> <p>EA10: Annually</p> <p>EA11: Annually</p>

**Objectives and Measures for Core Theme 2: Economic Success**

<b>Objectives</b>	<b>Measures</b>	<b>Aligns with Support</b>	<b>Data Sources</b>	<b>Tracking Periodicity</b>
<p><b>Progress:</b> Student selection and pursuit of educational goals is informed by an awareness of potential careers, entry level requirements and employer expectations, and the optimal educational pathway to achieve those goals.</p> <p>Query: Does the college assist and support students in understanding their own potential in terms of careers and employment opportunities, and of the pathway to achieve these goals?</p>	<p>P1: Completed career education plan</p> <p>P2: Career advising services</p>	<p>P1, P2: Strategic Goal I, Objective 4; Strategic Goal VI, Objective 7</p>	<p>P1: CCSSE and SENSE student surveys; TBCC student information system</p> <p>P2: TBCC student information system</p>	<p>P1: Quarterly, Biennially or as survey administered</p> <p>P2: Annually</p>
<p><b>Completion:</b> Students complete certificate, degree, and/or certifications adequately prepared for today's workforce (employability) and/or qualified for career advancement.</p> <p>Query: Does the college learning environment support a growing number of degree and certificate completions, with students prepared, upon completion to excel in the workplace?</p>	<p>C1: Career and technical degree or certification completion</p> <p>C2: Licensure/certification Rates</p> <p>C3: Number of students gaining employment</p>	<p>C1: Strategic Goal VI, Objective 2; OCC AC, ATD</p> <p>C2: Strategic Goal VI, Objective 2; OCC AC, ATD</p> <p>C3: Strategic Goal 4, Objective 4; OCC AC projected: measurement means under development</p>	<p>C1: TBCC student information system; Oregon D4A data system</p> <p>C2: Oregon Health Authority (others to be developed)</p> <p>C3: TBD</p>	<p>C1: Annually</p> <p>C2: Annually</p> <p>C3: Annually (upon development)</p>

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
<p><b>Achievement:</b> College offerings and support services promote and advance local business growth, thereby promoting the economic success of the region.</p> <p>Query: Does the college provide meaningful support to business growth and advancement of the region?</p>	<p>A1: Hours of contract training provided</p> <p>A2: Customized training employer satisfaction</p> <p>A3: Small businesses served by SBDC</p> <p>A4: Employer satisfaction with TBCC student employees</p>	<p>A1: Strategic Goal III, Objective 1,4</p> <p>A2: Strategic Goal III, Objective 1,4</p> <p>A3: Strategic Goal III, Objective 1, 4</p> <p>A4: Strategic Goal III, Objective 1,4</p>	<p>A1: TBCC student information system</p> <p>A2: TBCC employer survey</p> <p>A3: TBCC SBDC records</p> <p>A4: TBCC employer survey</p>	<p>A1, A2, A3, A4: Annually</p>

**Objectives and Measures for Core Theme 3: Leadership, Partnership and Community Engagement**

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
<p><b>Progress:</b> TBCC personnel embrace and embody a spirit of service, engagement, and commitment to the community and the college mission.</p> <p>Query: Are college personnel effective ambassadors of the college and contributors to the social fabric of the community?</p> <p>Progress: TBCC service area employers and community members are actively engaged in college educational endeavors (program advisory committees, the provision of internships and work-based learning activities, tutoring and mentorship services, and class presentations/speaking engagements). Query: Does the college foster a local culture that values the importance of education by developing deep and meaningful connections with community partners?</p>	<p>P1: Interaction with community service partners, including Regional Solutions, WorkSource, and SBDC</p> <p>P2: TBCC personnel involvement in community, service and social activities</p> <p>P3: Community events hosted at TBCC</p> <p>P4: Employer engagement and participation in educational programs, support services and student success</p>	<p>P1: Strategic Goal III</p> <p>P2: Strategic Goal I, III</p> <p>P3: Strategic Goal III</p> <p>P4: Strategic Goal III</p>	<p>P1: Documentation of meetings with community service partners and advisory committee meeting membership/minutes</p> <p>P2: Annual survey of college employees regarding community involvement</p> <p>P3: Documentation of on-campus community events</p> <p>P4: Advisory committee meeting membership and meeting minutes; community participation in tutoring and learning activities</p>	<p>P1, P2, P3, and P4: Annually</p>

Objectives	Measures	Aligns with Support	Data Sources	Tracking Periodicity
<p><b>Completion:</b> TBCC students gain an understanding of social responsibility through participation in service and work-based learning projects. Query: Do college instruction and support services foster in students a commitment to community service and contribution?</p>	<p>C1: Service learning, work-based learning, internships, and cooperative work experience opportunities integrated into instruction and into program outcomes</p> <p>C2: Student participation in volunteer and service learning activities</p>	<p>C1, C2: Strategic Goal I, Objective 2</p>	<p>C1, C2: TBCC student information systems; Program learning outcomes; Assessment records</p>	<p>C1, C2: Annually</p>
<p><b>Achievement:</b> The College is a center for a culture of collaboration that reflects the progress and hope of the community it serves.  Query: Is the college an integral component of and contributor to the advancement of the community?</p>	<p>A1: Employer surveys, community forums, CC-SSE, SENSE and student surveys</p>	<p>A1: College vision</p>	<p>A1: Qualitative survey results</p>	<p>A1: Annually/biennially</p>