



**TBCC Year 1 Accreditation Report**

**Tillamook Bay Community College**

**Submitted September 2, 2014**

## **Table of Contents**

Institutional Overview.....	1
Preface: Institutional Changes since Last Report.....	3
Response to Prior Recommendation.....	4
Executive Summary of Eligibility Requirements 2 and 3.....	7
Standard 1.A Mission.....	8
Standard 1.B Core Themes.....	11
Current Core Theme 1: Collegiate and General Education.....	11
Current Core Theme 2: Workforce Development.....	14
Current Core Theme 3: Developmental Education.....	17
Current Core Theme 4: Community Enrichment.....	19
Conclusion.....	22
Year One Self-Evaluation Report Supporting Materials.....	23

## Institutional Overview

Tillamook Bay Community College has been serving its community and providing educational opportunities to the region for more than thirty years. The College serves the area of Tillamook County, which is situated on the Northwest Oregon coast, and received its charter in 1980. Until fall 2013, the college contracted for accreditation through Portland Community College (PCC). However, due to the disparity in service area demographics between the metropolitan area of Portland and the rural, largely agricultural area of Tillamook County and a desire to better serve the unique needs of the region, in 2003 the decision was made to pursue independent accreditation. The college submitted its Application for Consideration to the Northwest Commission on Colleges and Universities (NWCCU) in 2006 and completed its first Self Study Report in fall 2008, with its initial candidacy visit taking place in October of the same year. In January 2009 the college became a Candidate for Accreditation. Subsequent to the period of intensive self-study and reflection in preparation for the Comprehensive Interim Candidacy for Evaluation visits in 2010 and 2011, the college prepared for its Initial Accreditation Evaluation, scheduled in fall 2013. In January 2014 Tillamook Bay Community College was approved for accreditation as an independent college by NWCCU.

TBCC is governed by a seven member locally elected Board of Education which meets on a monthly basis. Its current president is Dr. Connie Green who has served in this capacity since 2011. The college's Leadership Team, comprised of the Chief Academic Officer; Director of Student Services; the Comptroller/Budget Manager, the Director of Facilities, Safety and Human Resources, the Director of Information Technology; the Title III Project Director; the Director of Development and College Advancement; the Faculty Senate President; and the College President, meets twice monthly or more often as needed to discuss complex college issues, options, and directions. Its charge is to coordinate College committee issues, review and recommend budget priorities, collaborate on data needs for improved data-based decision-making, coordinate College committees and to listen to staff issues and identify institutional challenges that may need to be addressed. As needed, college stakeholders are invited to meetings to provide added clarity.

College leadership groups are guided in their decision-making by the Strategic Framework. This framework combines the Academic Master Plan, the Enrollment Management Plan, Technology Plan, and the Master Facilities Plan. This Strategic Framework has congruence with the President's Strategic Blueprint, formulated in 2012. The four major plans focus on the years 2012-15 and are scheduled to be reviewed during the academic year 2014-15 to provide guidance for college operations over the 2015-20 period.

TBCC serves the area of Tillamook County on the northwest coast of Oregon, with a total population of 25,375 in 2013 (PSU Population Research Center). While the majority of the county population resides in unincorporated areas, the college is located in the County Seat city of Tillamook, which has a total 2013 population of 4,885, and is situated at the southeast end of Tillamook Bay on the Pacific Ocean. The city is in a relatively remote area, located 74 miles west of Portland, Oregon, with the Coast Mountain Range lying between. There are six other incorporated cities in the county.

Tillamook County's population is nearly evenly split in gender, with 50.4% of its population represented by males, and 49.6% female (US Census). While this mirrors the average for the state of Oregon, Tillamook County actually differs significantly in other characteristics from the rest of the state, on average. The county has a low population density of 23 persons per square mile, compared to the average of 40 for the rest of the state. Seventeen percent of its population is below the poverty level, with per capita and median household income levels below the state average. While 88% of its population over the age of 25 are high school graduates, only 20% possess a bachelor's degree, compared to the state average of 30%. In terms of ethnic representation, 85.5% of the population identify themselves as White alone. Hispanic and Latino representation is the largest minority, represented by 10% of the population (US Census). The percentage of Hispanic and Latino population below the poverty level was 40% in 2009, compared to 13% of White non-Hispanic residents (retrieved from city-data.com, August 21, 2014). Primary employment opportunities in the County are evenly distributed between education, health and social services, retail rated, and manufacturing. However agriculture, forestry, fishing and hunting are significant occupational sources as well, with the dairy industry being a large influence.

As the higher education lifeline to the region, TBCC enrolled approximately 2,079 students with a full-time equivalency of approximately 497 students in the 2013-14 academic year. This was a slight decline from the previous year. Forty-four percent of annual FTE are earned in Lower Division coursework, with 18% in Career and Technical Education (preparatory and supplemental), and 19% in Developmental Education (ABE, ESOL, GED, and Postsecondary Remedial). Subsequent to achieving independent accreditation, the College offers 12 degree programs and 15 certificates along with skills development and community/continuing education programs for 2013-14. Strong partnerships have also been developed with Oregon State University and other four-year institutions in the state, providing students with transfer and articulation options that enhance the opportunity for them to achieve their goals.

## **Institutional Changes since Last Report**

Since the completion of the college's self-study in fall 2013 in preparation for the Accreditation Evaluation visit, there have been a number of changes at TBCC. The college was awarded a Title III grant, effective October 2013 for a period of five years, from the Department of Education under the Strengthening Institutions Program. This grant will enable TBCC to increase opportunities for faculty professional development, expand and support online opportunities, enhance efficiency through business process improvement, and increase resource development capacity. To assist the college in achievement of grant goals and objectives, a full-time Title III Project Director was hired. Also under the auspices of the grant, the Director of Development and College Advancement position was filled. Both of these individuals bring a wealth of experience and superb qualifications to the college, rounding out the leadership team.

In addition to the resources provided by the Title III grant, the college received an Americorps Connect2Complete grant that provides for the College's current students to provide mentorship and assistance for developmental education students. The goal is for first and second year College students to provide inspiration, confidence and guidance to assist them in meeting their educational goals.

Also in the 2013-14 year, the college launched a national search to hire a full-time Chief Academic Officer (CAO), a position which had been vacant since December and had been occupied on a part-time interim basis by a long-term veteran of Oregon Community Colleges. On June 1 the new, permanent Chief Academic Officer began her tenure with TBCC.

In June 2014, and subsequent to the college receipt of notification of its accreditation as an independent college by NWCCU, the college was proud to host commencement exercises for its first graduating class. On June 13, 2014 the college celebrated with students, their families, and the TBCC community the achievement of graduating students' educational goals, awarding 47 Associate's degrees and 7 CTE certificates. This was a significant milestone in the history of the college which also validated its service to the community and its commitment to contributing to positive change in the lives of Tillamook County residents and to the economic success of its service area.

During the past year the College collaborated with industry and educational partners to design an Agricultural and Natural Resources degree, which was approved for offering the fall quarter of 2014. This is the first degree the college has designed as an independent college. It is directly reflective of the needs and occupational demands of the region the College serves. The College Board of Education also approved the blending of the College's Business and Accounting degrees into one degree: the Business Administration AAS degree with focus areas of Management and Accounting.

## **Response to Previous Recommendation**

As a result of the NWCCU Comprehensive Evaluation Visit that took place in fall 2013, and as stated in the NWCCU letter of accreditation affirmation dated January 23, 2014, the Commission requested that TBCC respond to Recommendation 1 based on the recommendation of the peer evaluators of the College Comprehensive Self-Evaluation Report.

### **Recommendation 1**

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 Strategic Framework so that subsequent planning, assessment, and improvement activities are meaningfully developed over the seven-year cycle (Standard 3.A.1 and 3.A.3).

#### **Response to Recommendation:**

The College response to this recommendation began with a period of self-reflection and examination of factors which might inhibit the integration recommended by the peer evaluation committee. While the Academic Master Plan represented commendable work by the college community, it resulted in the formulation of more than 80 specific action items which, because of their specificity, made integration difficult. Several of the College committees voiced the concern that the narrow focus of these numerous objectives made it difficult to set broad goals for their actions in support of the Academic Master Plan and for the development of meaningful action plans. This observation assisted the College community as it undertook planning sessions for the coming year and discussions aimed toward updating the College Strategic Framework.

Stemming from its dedication to continuous improvement and evidence-based decision-making, the College began preliminary discussions for revisiting its Mission, Vision, Core Themes and Values in February of 2014, as a precursor to a planning period that would span the coming year. The planning period of February 2014 through December 2014 will culminate in the update of the College Strategic Framework 2013-15 and the associated Academic Master Plan, Enrollment Management Plan, Technology Plan, and Master Facilities Plan. TBCC Core Themes are the foundation of the College Strategic Framework; thus the development of new strategic plans necessarily begins with this re-visioning process.

An all-day April 2014 in-service seminar had as its focus this re-visioning process. College members began their deliberations with the ideals of the College being perceived as a small and

personal learning environment that creates a strong legacy in terms of student experience and achievement. Several brain-storming and discussion sessions during the April in-service led to the identification of key descriptors and ethics that the College community would use as guiding principles for the growth and visioning of the college in the beginning re-draft of College mission, values, and core themes.

In follow-up to the April in-service, the College Council began to refine the College mission statement, values and core themes. This work has continued over the summer. During July the drafted mission, vision, core themes and values were tested in a series of meetings with community members. Information gathered from community members was then used to refine the proposal for the final draft that will be used to frame further strategic discussions in September.

In June the President distributed a summer planning agenda to members of the College Council and Leadership Team which outlined broader education reform initiatives and legislative topics at both the national and state levels and illustrated how they might connect to the current work at TBCC. These topics, in addition to Student Success initiatives in place at TBCC, were also presented as a suggested framework for strategic discussions and goal-setting during summer meetings of the College Leadership Team. An all-day Leadership Retreat was held on July 7. During this meeting team members discussed the College Strategic Framework, generally recognized high impact practices, the Achieving the Dream Compact, and the Title III grant and its initiatives, which support the College's Strategic Framework.

As an outcome of this retreat, the College Leadership Team produced tentative strategic goals for the College Council and staff to consider at the September in-service. These are meant to guide the development of the new Strategic Framework 2016-20 and to support the final year of the current College Strategic Framework, to assure continuous improvement in fulfillment of the associated plans.

The expectation set forth in the President's summer planning agenda is that the College Board of Education and the College Council will consider the proposed mission, vision, core themes and strategic goals during the months of September and October, beginning with the September Board of Education meeting. A college-wide review will take place at the two-day in-service seminar scheduled for September 18-19. In the four weeks following the in-service meetings, all College committees will have their first meeting of the academic year. During these meetings they will offer input to the proposed strategic goals and framework, which will then guide the formulation of the College's Strategic Framework and associated plans for the coming five years. It is expected that the Board of Education will give final approval to the proposal in November.

As the College begins the new academic year, College committees and personnel will deliberate on further refinements to the planning model. The expectation is that the identification of broad, over-arching strategic goals will assist committees and the community in identifying action items to support these broader goals, resulting in a closer integration of the College Strategic Framework with the planning process.

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

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

As an integral part of its community, TBCC contracted for credit instruction through a service agreement with Portland Community College for more than thirty years. The College was granted initial accreditation at the Associate level by the Northwest Commission on Colleges and Universities during its January 8-9, 2014 meeting, with an effective date of September 1, 2013. TBCC provides its community with a comprehensive set of offerings including Associate degrees, Career and Technical Education certificates, and developmental, continuing and community education courses.

The College's mission states "**Tillamook Bay Community College provides access to quality education in response to the needs of our community.**" This mission focuses the college and its community on the primary purpose of the College, which is serving the educational interest of its students. The College's Core Themes emphasize student progress, completion, and achievement in the areas of Collegiate and General Education, Workforce development, Remedial Education, and Community Enrichment, and are appropriate to a comprehensive community college. TBCC's mission and core themes are clearly defined, adopted by TBCC's Board of Education, and appropriate to a degree-granting institution of higher learning. The College's purpose is to serve the educational interests of its students and the educational needs of its community, and its principal programs lead to recognized degrees in general studies, transfer, and career and technical fields. The TBCC Board of Education establishes annual Budget Development Guidelines that focus clearly on support for educational programs and courses. For the 2013-14 year, the total budget of the College was \$4,612,099 (budgeted amount). The College dedicates the entirety of its gross income to supporting its education mission and core themes.

## **Standard 1: Mission, Core Themes, and Expectations**

### **Standard 1A: Mission**

Adopted in 1997 by the TBCC Board of Education after a series of meetings that solicited input from members of the college community, and after continuous reaffirmation through periodic review, the college's current mission statement is:

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

The Northwest Commission on Colleges and Universities commended "TBCC faculty, staff, administration and Board of Education members for living the mission of the college" both in its 2008 "Comprehensive Evaluation Committee Report for Initial Candidacy" and again in Spring 2014 when it affirmed the college's accreditation as an independent college. The college mission has clearly been internalized by its community and is published in the college catalog and on its website, as well as in a wide variety of documents and publications. It articulates a purpose appropriate for an institution of higher learning, gives direction to college efforts, derives from and is generally understood by the college community.

The current mission statement is further clarified by the college's vision statement, which states:

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

The vision statement portrays the college in a state of mission fulfillment, and assists college community members in visualizing the self-actualization of the college.

The mission statement expresses TBCC's purpose, with the college defining mission fulfillment in the context of its purpose, characteristics and expectations. Within this framework, mission fulfillment has been defined through measurement of five areas of accomplishment: (1) Progress, (2) Completion, (3) Achievement, and ensuring and providing (4) Access and (5) Equity. The areas Progress, Completion and Achievement are measured by the levels of accomplishment of statements of objectives assigned to each of the current four Core Themes. Access and Equity address broad fulfillment of the mission that are not specific to a single Core Theme but relate to overall levels of service and operation of the college as a whole, and are measured by a combination of qualitative objectives and total performance measures. The

table presented below (Table 1.1) delineates the indicators used to measure the five areas of accomplishment, which are then used in a composite manner to evaluate mission fulfillment.

**Table 1.1 – Examples of Mission Fulfillment Measure Categories by Areas**

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

This mission fulfillment evaluation model provides a direct correlation between the College mission and its Core Themes, through the assignment of indicators to the Statements of Objectives in the areas of Progress, Completion and Achievement for each of the Core Themes. Indicators for Access and Equity measure mission fulfillment on a broader basis. This twin approach to evaluation of mission fulfillment gives the college a more comprehensive means of viewing the college mission and its fulfillment.

Mission fulfillment is evaluated against a college standard of an 80% threshold of accomplishment for each of the five areas. Accomplishment level for each area is computed by evaluating college scores on each indicator in comparison to TBCC's targets for each indicator. These targets are based on state targets, averages for Oregon community colleges and baselines established by the college. Achievement percentages for each indicator are totaled and then divided by the number of indicators used for each mission fulfillment area.

**Table 1.2 – Results of Evaluation of Mission Fulfillment (2011-2014)**

	<b>Progress</b>	<b>Completion</b>	<b>Achievement</b>	<b>Access</b>	<b>Equity</b>
2011	91.5	90	97	92.5	93
2012	95	84	97	97	80
2013	91	86	98	93	82.5
2014 (projected – data forthcoming)	89	84	97	92	83

Consistent with the college's commitment to ongoing reflection and continuous improvement, and in response to its achievement of accreditation as an independent college, members of the college leadership team and community have been actively involved in a re-evaluation of the college mission and core themes over the period of the last year. The new mission is scheduled for review and anticipated approval by the college's Board of Education at its next meeting on September 9, 2014, shortly after the submission of this report to NWCCU.

As a consequence of this review, the college mission statement is expected to be amended to state:

**"Tillamook Bay Community College provides quality education to serve the needs of and create bridges to opportunity for our diverse community."**

While the spirit of the original mission statement is preserved within the proposed mission statement, the amendment acknowledges the diversity of its community and its needs, and affirms the college goal of addressing the full spectrum of these needs through a wide variety of quality educational offerings, including college transfer, CTE, developmental education, and community offerings. It also specifically addresses the desired outcome of this quality education, which is to create a pathway to new opportunities for its community to achieve individual goals.

The College anticipates measuring fulfillment of the proposed mission using the same model that has been presented, for consistency. The same threshold of accomplishment (80%) will be retained, as will the same overall objectives of Progress, Completion, Achievement, Access and Equity. Changes are under consideration, however, to College Core Themes, in alignment with the amended mission statement. The current Core Themes of Collegiate and General Education, Workforce Development, Developmental Education, and Community Enrichment are anticipated to be incorporated into the first proposed Core Theme of Educational Excellence. The addition of two Core Themes is proposed: Economic Success (Core Theme 2) and Leadership, Partnership and Community Engagement (Core Theme 3). The majority of indicators previously used to measure mission fulfillment will be retained, with the addition of new ones to ensure effective evaluation.

## Standard 1B: Core Themes

### Current Core Theme 1: Collegiate and General Education

#### **Description**

The Collegiate and General Education Core Theme focuses on the College's support for students whose educational goals include transfer to four-year universities and colleges for the purpose of obtaining a Bachelor's degree, and/or the attainment of an Associate degree. This covers the breadth of lower division collegiate courses and the Associate of Arts Transfer (AAOT), Associate of Science Transfer in Business (ASOT-Business), Associate of Science, and Associate of General Studies (AGS) degrees as well as the Oregon Transfer Module credential, which represents a subset of the AAOT degree. There is some overlap with the current Core Theme 2 of Workforce Development due to the fact that the AAOT, ASOT Business and AGS degrees permit a combination of lower division collegiate and career technical education courses to satisfy degree requirements. However this core theme also has a strong focus on college credit students.

#### **Objectives and Indicators for Current Core Theme 1**

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

Objectives for the Collegiate and General Education Core Theme were established in 2009-10 and link directly to evaluation of mission fulfillment through the identification of Progress, Completion, and Achievement objectives, three of the primary mission fulfillment measures. The objectives are appropriately focused on student success in achievement of educational goals, which research has consistently shown is correlated with consistent and timely progress in coursework, completion within a reasonable time frame of the desired degree or transfer to a four-year institution, and achievement of expected learning outcomes.

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

Current Core Theme 1 indicators of degree completion, persistence rates, and transfer rates and performance after transfer are some of the original measures of institutional effectiveness used by TBCC. A significant body of research has since established credit accumulation of 15 and 30 college-level credits in one year as a strong determinant of student success, and these measures were adopted in 2008 as Student Success Indicators for Oregon community colleges. In addition to associate degree completion and transfer to OUS, they are also now Achievement Compact Outcome measures for state community colleges. Progress of transfer students is a means of measuring transfer success and is also a Key Performance Measure for Oregon community colleges. The assessment of course, program and institutional learning outcomes assist the college in measuring the effectiveness of instruction and student preparation for subsequent success. When measured together, these indicators provide an effective and generally accepted assessment of the College's success in serving students in the area of Collegiate and General Education.

### **Core Theme I under Consideration: Educational Excellence**

#### ***Description***

The proposed Core Theme of Educational Excellence incorporates all four of the current Core Themes: Collegiate and General Education, Workforce Development, Developmental Education, and Community Enrichment. As such this Core Theme covers the entirety of the College's educational offerings and is representative of the proposed mission statement of providing quality education to serve the diverse needs of its community. To fulfill this part of the mission and ensure student success in achieving the diversity of individual educational goals, the College strives to provide educational excellence in all educational areas.

#### ***Objectives and Indicators under Consideration for Proposed Core Theme 1***

<b>Core Theme 1 under Consideration: Educational Excellence</b>		
<b>Proposed Objectives</b>	<b>Proposed Indicators</b>	<b>Potential Data Sources</b>
<b>Progress:</b> Students make consistent and timely progress toward their individual educational goals.	<ul style="list-style-type: none"><li>● Student term-to-term persistence*</li><li>● Student fall-to-fall persistence*</li><li>● Student successful completion of 15 college-level credits in one year*</li><li>● Student successful completion of 30 college-level credits in one year*</li><li>● Technical Skill Attainment*</li><li>● Academic Skill Attainment*</li><li>● Student Retention or Transfer*</li><li>● Nontraditional Participation*</li></ul>	TBCC Student Information System; TBCC Data System (detailed reports, FTE reports); Oregon Dept. of CCWD; OCCURS Data System; TOPSPro (Tracking of Programs and Students) database.

	<ul style="list-style-type: none"> <li>• Pre- and Post-test CASAS Score Gains*</li> </ul>	
<b>Completion:</b> Students exhibit successful completion of degrees, certificates, and/or licensing/certifications, or transfer with success.	<ul style="list-style-type: none"> <li>• Completion of Basic Skills/ESOL*</li> <li>• Successful GED Applicants*</li> <li>• Successful Completion of Remedial English and Math courses*</li> <li>• Associate Degree Completion*</li> <li>• Career and Technical Degree or Certification Completion*</li> <li>• Licensing/certification Rates*</li> <li>• Student Placement*</li> <li>• Nontraditional Completion*</li> <li>• Transfer Rates*</li> <li>• Performance after Transfer*</li> <li>• Progress of Transfer Students*</li> </ul>	TBCC Student Information System; Oregon Dept. of CCWD; Oregon University System; Oregon Dept. of Education; TBCC Student Information System.
<b>Achievement:</b> Students achieve their educational goals.	<ul style="list-style-type: none"> <li>• Success in Subsequent Related Coursework in Reading/Writing*</li> <li>• Success in Subsequent Related Coursework in Math*</li> <li>• Course Learning Outcomes*</li> <li>• Program and Gen. Ed. Learning Outcomes*</li> <li>• Institutional Learning Outcomes*</li> </ul>	TBCC Student Information System; TBCC Learning Outcome Assessment Records.
<b>Access:</b> College offerings include a broad variety of core subjects, arts and humanities and Career Technical Education.	<ul style="list-style-type: none"> <li>• Breadth in College Course and Program Offerings on Annual and Quarterly Basis</li> </ul>	College Catalog and Quarterly Course Schedules
<b>Equity:</b> The college provides a personal, small and high technology learning community.	<ul style="list-style-type: none"> <li>• Continuous Improvement in Student Perceptions of College as a Personal, Responsive and High Technology Learning Community</li> </ul>	Student Surveys including SENSE and CSSSE

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

Asterisked indicators for the proposed Core Theme 1 coincide with indicators of current College Core Themes, the rationale for which are presented in the sections of this report associated with each Current Core Theme. The breadth of college offerings addresses access for all students and the College's ability to serve diverse needs, and can be measured concretely through the review of regular course offerings. Educational excellence is also dependent on the affective dimension of the quality of the learning community provided by the college, and can be directly measured by student perceptions expressed through student surveys.

## **Current Core Theme 2: Workforce Development**

### ***Description***

The Workforce Development Core Theme acknowledges the critical role that TBCC performs in the development of a high- and middle-skills proficient workforce in support of the local economy, as well as in the economic future and well-being of its citizens. Workforce development has long been a critical component of the mission of community colleges in general. In recognition of this important role and the College's desire to offer quality education in this area, this Core Theme includes career and technical education credit courses, certificates and Associate of Applied Science degrees; college credit, continuing education and non-credit courses that support preparatory, supplementary and contracted training; and small business and economic development. TBCC is actively involved in supporting workforce development in its region through partnerships with WorkSource Oregon, the Small Business Development Center, the local Chamber of Commerce, Futures Council, the County Economic Development Council, and close relationships with industry partners. This effort extends to agreements and close collaboration with local educational partners including the Tillamook Education Consortium and local school districts to support career and technical education programs, and includes the college partnership with Tillamook High School to support a Career and College Ready initiative that is working to establish five Career and College Academies for high school transition to career and college opportunities. It also covers the provision of college-credit offerings for high school students.

As the College re-evaluates its mission and core themes, the Core Theme of Workforce Development is expected to become part of the proposed Core Theme 1: Educational Excellence, as the college strives for continuous improvement in all areas of its educational offerings. The objectives and indicators for the Workforce Development Core Theme will also be retained, however, under the proposed Core Theme of Economic Success, to permit separate evaluation and in recognition of the state's increasing focus on the importance of higher education to economic growth and sustainability.

## ***Objectives and Indicators for Current Core Theme 2***

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

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

Indicators for the Progress and Completion objectives for the Workforce Development Core Theme align with the Carl Perkins IV funding postsecondary accountability measures. Career and technical certificate and degree completions also coincide with Achievement Compact Outcome Measures and are proposed as performance measures in the higher education outcomes-based funding model under consideration by the state of Oregon. Employer satisfaction with customized training is an Oregon Community College Key Performance Measure, while the number of contracted trainings provided is a measure of both the scope of the college's support of employer and industry development and an institutional effectiveness measure for the College. Licensing/certification rates measure the effectiveness of the actual training provided for both students and employers, and are tracked by the College and the Oregon Department of Community Colleges and Workforce Development (CCWD). Achievement indicators evaluate both the scope of student skill and knowledge base on completion as well as the quality of instruction provided in courses and programs.

### ***Core Theme 2 under Consideration: Economic Success***

#### ***Description***

The proposed Core Theme of Economic Success emphasizes the connection between College efforts toward workforce development and the economic strength and success of region employers and county residents. It also aligns more closely with the state of Oregon's emphasis

on enhancing the economic viability of the state and its citizens. While this Core Theme retains the Workforce Development Progress and Completion indicators, the proposed objectives are more reflective of the long-term impact on student earnings and employability potential.

### ***Objectives and Indicators under Consideration for Proposed Core Theme 2***

<b>Core Theme 2 under Consideration: Economic Success</b>		
<b>Proposed Objectives</b>	<b>Proposed Indicators</b>	<b>Potential Data Sources</b>
<b>Progress:</b> Students make timely and consistent progress toward their educational goals/degree.	<ul style="list-style-type: none"> <li>• Technical Skill Attainment*</li> <li>• Academic Skill Attainment*</li> <li>• Student Retention or Transfer*</li> <li>• Nontraditional Participation*</li> </ul>	Oregon Department of Education; Oregon Dept. of CCWD; OCCURS Data System.
<b>Completion:</b> Students earn certificate, degree, and/or certifications prepared for today's workforce (employability) and/or qualify for career advancement.	<ul style="list-style-type: none"> <li>• Career and Technical Degree or Certification Completion*</li> <li>• Licensure/certification Rates*</li> <li>• Nontraditional Completion*</li> <li>• Student Placement*</li> </ul>	Oregon Department of Education; TBCC Student Information Systems; Oregon Dept. of CCWD.
<b>Achievement:</b> College offerings and support services promote and advance local business growth, thereby promoting the economic success of the region.	<ul style="list-style-type: none"> <li>• Hours of Contract Training Provided*</li> <li>• Customized Training Employer Satisfaction*</li> <li>• Small Businesses Served by SBDC</li> <li>• Growth in Per Capita Income</li> </ul>	TBCC SBDC; TBCC Student Information Systems; TBCC Learning Outcome Assessment Records; Oregon Research Analysis Report Project Data.

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

Indicators for the current Core Theme of Workforce Development are expected to be retained as indicators for this proposed Core Theme, with the same rationale as previously explained. These indicators measure the extent of College service to and collaboration with existing and developing business and industry. The number of small businesses served by the TBCC Small Business Development Center is being considered as a reflection of the importance of entrepreneurship and small business growth to the economic success of the rural region. Support for the development of small business and start-ups also assists underrepresented populations in improving their own economic future and thus the economic health of the region. Growth in per capita income is under consideration as a performance measure for community colleges under the proposed state outcomes-based funding model, aids in retention of the local labor force, and secures the economic viability of both the region and its residents.

## **Current Core Theme 3: Developmental Education**

### ***Description***

The Core Theme of Developmental Education comprises college offerings that support students in their preparation for career and transfer-level college studies. With a large percentage of students nation-wide in need of improvement in foundational skills to ensure their success in subsequent studies, this Core Theme emphasizes the importance of this preparatory work to enable students to reach their educational skills. It addresses the range of student needs from basic literacy to postsecondary remedial education, and includes support for adult basic skills in adult literacy tutoring, adult basic education (ABE) courses, general education development (GED) courses, and English for speakers of other languages (ESOL). Postsecondary remedial offerings include credit preparatory courses in reading, English composition and mathematics below the 100-level (college transfer level). Developmental Education includes both credit and non-credit courses, and for students with the ultimate goal of earning certificates, degrees, or increasing their employment prospects, directly relates to the Core Themes of Collegiate and General Education and Workforce Development.

### ***Objectives and Indicators for Current Core Theme 3***

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

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

Indicators used to evaluate the Developmental Education Core Theme measure Progress, Completion and Achievement of students and support college efforts to provide quality education in this important area and ensure students are adequately prepared to succeed in furthering their educational goals. Pre- and post-test score gains on the CASAS (Comprehensive Adult Student Assessment System) is a measure used for Title II accountability and funding and

is an indication of student ability to exhibit progress in skill attainment and also of the effectiveness of instruction in this area. Successful completion of basic skills/ESOL courses and successful GED applicants are Key Performance Measures for Oregon community colleges. The successful completion of remedial math or English courses and success in subsequent related coursework are institutional measures of effectiveness in serving underprepared students and indicate student preparedness for achieving success in further educational endeavors. The indicators of successful GED applicants and successful completion of developmental education writing and math courses are Achievement Compact Outcome measures for Oregon community colleges. Success in subsequent related coursework in writing and math courses focuses attention on student success in college-level work subsequent to skills development, and is a proposed component of the outcomes-based funding model to be implemented for Oregon higher education institutions.

## **Current Core Theme 4: Community Enrichment**

### ***Description***

The Community Enrichment Core Theme recognizes TBCC's importance to its community as the single source within the region of higher education and lifelong learning, the College's desire to serve the full spectrum of diverse needs within its community, and the community's desire for the College to provide lifelong non-credit learning opportunities. This component of the College's mission has been integral to the College's identity and to community relationships since the College's inception. This Core Theme encompasses non-credit offerings in business and employee development, computers and technology, creative arts, fitness, foreign languages, music, safety, health, sports and leisure and other subjects. Community Enrichment also relates to TBCC-sponsored on-campus events that are open to the public in cooperation and presented with one or more of its community partners. While the elimination several years ago of state funding for many community education courses has led to a reduction in these offerings, the unique nature of the region TBCC serves combined with the community's desire for the college to provide these services means that the College continues to view this as an important aspect of its mission to serve community needs. TBCC has striven to increase the self-sufficiency of these offerings to enhance the sustainability of this mission component.

### ***Objectives and Indicators for Current Core Theme 4***

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

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

Indicators for the current Core Theme of Community Enrichment track the number and variety of non-credit offerings provided to the community, as well as total enrollment in these courses, as a measure of the College's ability to satisfy community demand in this area and the

corresponding level of interest in and participation in these offerings. Enrollment in these courses is also a measure of the sustainability of these offerings, which are in many cases self-supporting. Enrollment in subsequent non-credit courses is an indicator of community satisfaction with these offerings and of continued lifelong learning, which results in community enrichment. The regional market penetration rate has long been used as a measure of TBCC institutional effectiveness. The College's scheduling of requested courses contributes to community perception of the College as responsive to its needs and as a community partner.

### **Core Theme 3 under Consideration: Leadership, Partnership and Community Engagement**

#### ***Description***

The proposed Core Theme of Leadership, Partnership and Community Engagement recognizes the role of TBCC as the single source of higher education in Tillamook County and its importance, associated with that role, as a leader and community partner. The College's service in this role is integral to the fulfillment of its mission in serving the full spectrum of needs in the community and of being a bridge to opportunities for the region. The extent to which College faculty and staff are engaged in the community has a direct impact on the College's continued ability to understand the community's changing needs, to partner with community representatives and organizations and to be a leader in education and economic development. This proposed Core Theme therefore interacts with and improves the College's achievement of the other Core Themes. It is also reflective of and responsive to the community's desire for the college to serve in this role.

#### ***Objectives and Indicators under Consideration for Proposed Core Theme 3***

<b>Core Theme 3 under Consideration: Leadership, Partnership and Community Engagement</b>		
<b>Proposed Objectives</b>	<b>Proposed Indicators</b>	<b>Potential Data Sources</b>
<b>Access:</b> Faculty and staff are involved in the community by engaging employers and educational partners in student success.	<ul style="list-style-type: none"><li>• Employer Engagement and Participation in Educational Programs, Support Services and Student Success</li><li>• High School Students Enrolled in Dual Credit Offerings</li><li>• Dual Credit Articulation Agreements</li></ul>	Advisory Committee Meeting Membership and Meeting Minutes; TBCC Student Information System; TBCC Articulation Records.
<b>Equity:</b> Faculty and staff are involved in the community by interacting with community partners.	<ul style="list-style-type: none"><li>• Interaction with Community Service Partners, Including Regional Solutions, WorkSource, and SBDC</li></ul>	Meetings and Visits with Community Partners; Participation in Partnership Initiatives.
<b>Equity:</b> Faculty and staff are involved in the	<ul style="list-style-type: none"><li>• Faculty and Staff Involvement in Community, Service and Social</li></ul>	Annual Survey of College Employees Regarding

community by engaging in cultural, social and service activities on-campus and within the community.	Activities <ul style="list-style-type: none"> <li>• Community Events Hosted at TBCC</li> </ul>	Community Involvement; Documentation of On-campus Community Events.
--	---	---

***Rationale for Indicators***

The work of faculty and staff in enhancing employer engagement and participation increases the availability and credibility of educational opportunities to potential and current students, and indirectly enhances the employability and career advancement potential for all residents. The number of dual credit articulation agreements and the number of high school students enrolled in these offerings is a direct result of college engagement with educational partners. Both of these indicators are quantifiable and assessable. The involvement of college members with community partners increases the opportunity for underrepresented populations to take advantage of college offerings and improve their level of education, and can be directly measured through the frequency of interaction with these partners. Faculty and staff involvement in community, service and social activities has been tracked historically through surveys distributed to personnel and retained by the college. This involvement is a measure of community engagement while also improving the foundations of partnerships and providing opportunities for the College and its personnel to serve as leaders of the community.

## Conclusion

Tillamook Bay Community College has served its community as an institution of higher education for more than thirty years under the mission “Tillamook Bay Community College provides access to quality education in response to the needs of our community.” During this period the mission, approved by its Board of Education, has guided college planning and programming and succinctly expressed the College purpose. It has been regularly reviewed and re-endorsed by faculty, staff and community members, and is generally understood by its community. In support of this mission the College has identified the four Core Themes of Collegiate and General Education, Workforce Development, Developmental Education and Community Enrichment. These Core Themes have individually identified the four areas of quality education with which the College has served its community, and, when taken collectively, have expressed the College purpose and the broad scope of its mission.

In the pursuit of continuous improvement and data-based decision-making, the College has identified three objectives for each Core Theme (Progress, Completion and Achievement). Each objective has a minimum of one quantifiable and assessable indicator associated with it that can be used to inform the College on the extent of accomplishment of these Core Themes. TBCC defines the full scope of mission fulfillment in the context of its purpose, characteristics, and expectations. Mission fulfillment therefore encompasses five areas of accomplishment: (1) Progress, (2) Completion, (3) Achievement, (4) Access and (5) Equity. An acceptable threshold of mission fulfillment in each area has been identified through the measurement of each indicator associated, with a target level of achievement of 80% for each area. Measurement of indicators associated with each Core Theme, as well as the accomplishment of each Core Theme, further inform the College in its pursuit of excellence and continuous improvement.

As part of TBCC’s dedication to its community and its mission, this year the College undertook a review of its mission and Core Themes. The collaborative and intensive period of self-reflection has resulted in three new proposed Core Themes: Educational Excellence, Economic Success, and Leadership, Partnership and Community Engagement. The majority of indicators associated with the previous Core Themes have been retained; however new indicators are also under consideration to reflect the broader scope of the Economic Success and Community Enrichment Core Themes. These new indicators have been associated with the areas of Progress, Completion, Achievement, Access and Equity to ensure consistency with the College’s model of mission evaluation. The proposed mission statement, vision, values and Core Themes will be used to guide discussion and review of tentative strategic goals over the next several months. When finalized, the direction that has been established will form the foundation of the new College Strategic Framework to lead the college through 2016-20, and assist in evaluating College fulfillment of its mission.

## **Year One Self-Evaluation Report Supporting Materials**

### Attachments:

January 23. 2014 NWCCU Letter of Accreditation

2013 Core Themes and Mission Fulfillment Indicators Report

2014 Mission, Vision, Mission and Core Themes Working Draft

President Memo: TBCC Planning Summer 2014

Potential Strategic Goals July 7, 2014

### Report Linked Documents

Current [Tillamook Bay Community College Mission, Vision, Goals](#)

[Tillamook Bay Community College Strategic Framework](#)

[Tillamook Bay Community College Catalog](#)

[Tillamook Bay Community College Comprehensive Self-Evaluation Report](#)