Achieving the Dream™

2016 Annual Reflection
& Leader College Application

Due June 1, 2016

Instructions

All Achieving the Dream institutions (except for the 2015 Cohort, which must submit an Implementation Plan) are required to submit an annual reflection. The annual reflection is an opportunity to consider your institution's student success work over the past year and to plan for the coming year with an emphasis on your success in system changes that will sustain and integrate your efforts into the student experience. Your institution's reflection helps inform Achieving the Dream's work as we collect data, identify common themes, and build our knowledge of the institutional change process.

Annual Reflection

To complete the annual reflection, your institution should engage a representative group of stakeholders to review and discuss the institution's student success and equity work including progress made, challenges faced, current priorities, and goals for the coming academic year. Your institution should emphasize your efforts to achieve the scale and full adoption necessary for sustained success of the changes you seek to implement.

Leader College Application (if applicable)

Institutions submitting an annual reflection have the option of applying for initial Leader College status or Leader College recertification by completing the Leader College application at the end of the annual reflection. Leader College applicants must also submit student success outcomes data using the ATD Data Template.

Coach Satisfaction Feedback

Institutions should complete this very short survey conducted by Achieving the Dream on their satisfaction with their assigned coaches. This feedback will help ATD provide better, more personalized coaching services. We encourage your institution to fill this survey out as a group so as to facilitate discussion about coach satisfaction, but multiple individual entries may be submitted. Survey responses are confidential and will only be seen by Achieving the Dream staff. The survey can be completed by visiting http://bit.ly/ATDcss16.

Interventions Showcase

Each college should document their student success work by updating existing interventions or adding new interventions to the Interventions Showcase. This is an important aspect of participation in the Achieving the Dream Network and an important resource for other institutions. Interventions Showcase users can log into the Interventions Showcase at www.achievingthedream.org/user.

Submission

The annual reflection and Leader College application is an online form, and each institution's individualized link will be sent to Core Team Leaders by mid-April. You are encouraged to use this worksheet to collaborate and draft your responses before completing the online form. The annual reflection and Leader College Application must be submitted by the June 1 deadline.

Questions

For more information about the annual reflection, visit ATD Connect. Please send an email to programandpolicy@achievingthedream.org if you have any questions.

2016 Annual Reflection
Worksheet

Contributors

Please identify the stakeholders who contributed to the 2016 annual reflection with their name and title.

- Connie Green, President
- Ann Hovey, Chief Academic Officer
- Rhoda Hanson, Director of Student Services
- Heidi Luquette, Director of Development and College Advancement
- Tom Atchison, Faculty Business Administration

Student Success Vision

a) Briefly outline your institution's current student success vision. Note that this vision should be your ideal for how students will experience your college. It should include overarching, achievable goals that will act as key milestones as your college moves towards your student success vision.

Suggested word count: 300-500 words

> At Tillamook Bay Community College our primary goal is student success. To this end we have identified student focused goals that support college/career/personal success strategies for students that help guide our vision.
>
> 1. Students enter TBCC having earned college credit in high school through Dual credit or expanded options offered through our partnership with local schools.
> 2. Students learn, lead and engage academically and civically with other students, faculty, and staff and in the community from orientation through graduation.
> 3. TBCC fosters engagement by the implementation of our college wide enhanced advising model.
> 4. Students experience a short pathway from developmental to college level gateway courses completing them within their first 36 credits.
> 5. Students make consistent and timely progression toward their individual educational goals as outlined in their Career education plan.
> 6. Upon completion of their desired program, a student is prepared to either enter the workforce or continue towards further career educational goals.

b) Briefly describe your systemic change priorities that help your institution achieve its student success vision. We recommend you identify 2-3 priorities. Each priority is likely comprised of multiple student success efforts that work together to achieve systemic change.
Note: A student success effort is defined as a policy, practice, or procedure designed to reduce or eliminate barriers to students' progress and ultimate success in education and the labor market.

TBCC has identified the following key activities for 2016 to remove barriers to student success.

1. Starting in the fall of 2016, students will be evaluated for placement based on several criteria including prior coursework, GPA and scores on various testing options.
2. We strive to move students faster and more efficiently through developmental coursework so that they maximize Financial Aid use and experience success and higher completion rates in college level courses, thus becoming more likely to complete their degree. To this end, we redesigned our remedial coursework integrating classes and shortening the sequences to gateway courses.
3. TBCC is piloting a college wide enhanced advising process in the spring of 2016 with the goal of identifying students' needs and improving retention. We will add to this program in the fall with the rollout of community mentorship through the Aspire program. In 2016-17 the goal is to further develop enhanced advising by implementing an early warning system and referring students to appropriate college and community support services.
4. TBCC is increasing its offerings of online and hybrid courses to allow flexibility in scheduling.
5. Students are encouraged to utilize available financial resources offered through various federal, state and institutional programs in meetings with financial aid advisors. With assistance, students are able to move through their programs at a faster pace because their enrollment level is no longer determined by affordability but rather their program of study.

TBCC is intentional and structured about advising and orientation.

1. Orientation is required for every new student. In orientation students gain insight into the workings of the college, how to navigate advising, financial aid, college policies, registration, and other supports available to them. Sessions are offered in person and will be available online for our distance learners in the near future. New in summer 2016 will be an enhanced "special event" style half day orientation. It will be available to all incoming new students for fall, but we will offer special invitations to at risk students who could benefit from the additional individualized support and familiarity with resources available on campus and the community at large.
2. All new students register for our college success and survival course where they complete a career education plan to inform the advising process and help guide them to completion. The plan is structured yet flexible and provides direction when making registration decisions.
3. Students are more likely to persist when they can see their progress and path to completion. Our advising trees have been updated to allow students access to their degree audit 24/7. During registration, students are immediately notified when a selected course does not contribute to their chosen degree and encouraged to meet with an academic advisor to review their academic plan.
4. Incoming students will have access to an advising team consisting of an academic advisor, a financial aid advisor, faculty advisors, and mentors from the community through our new Aspire program to help them persist and succeed.

c) What key metric(s) are you using to measure progress on achieving your student success vision?

Data source(s)

Select all that apply:

☐ Aspen Prize for Community College Excellence

☐ Complete College America

☐ National Community College Benchmarking Project

☐ National Student Clearinghouse

☐ Predictive Analytics Reporting Framework

☒ State community college system data

☐ Student Achievement Measure

☐ Voluntary Framework of Accountability

Suggested word count: 300-500 words

TBCC uses a variety of qualitative and quantitative metrics. The CCSSE and SENSE surveys are administered every three years, providing benchmarks with other colleges our size to enable the college to track its progress over time and also to compare itself to colleges similar in size and scope. The college also formulated and administered a Student Satisfaction Survey this year with a combination of Likert scale questions and open-ended questions. Longitudinal tracking of the CCSSE and SENSE data has been shared with the College Council and Leadership team, with discussion of areas indicating a need for improvement.

For the specific goals outlined in the student success vision, in addition to qualitative results from CCSSE and SENSE, the college is tracking or will begin to track:

New Initiatives:

1. Student success rates associated with the new placement process: Are students successfully completing the courses they are placed into?
2. Early warning system (planned new initiative for 2016-17): Number of students served through early warning system and number of student retained after service.
3. Retention of students served through enhanced advising: Are students reached through enhanced advising persisting from term to term?

Currently Tracked Data with Additional Directed Analysis of the Following:

4. Students completing developmental coursework sequence in first 36 credits of enrollment: Based on the raw data, do students persist in the developmental course sequence from term to term?
5. Average time to complete developmental course sequence: Based on the raw data, are students completing the developmental course sequences in a shorter period of time than in previous years?
6. Success rates in developmental courses: Based on the raw data, have student success rates in developmental math, reading and writing improved?
7. Number of online and hybrid offerings: Is the college increasing the number of online and hybrid offerings to increase access to part-time and working students?
8. Student evaluations of required orientation and number of students served through college orientations: Are student orientations meeting student needs? How many students are actually participating in the orientations?
9. Use and review of student career education plans. Do all incoming student have plans on file?

In addition to these measures, the college tracks a broad variety of quantitative measures associated with area operations plans and which support the achievement of college goals.

As part of our research agreement with the National Student Clearinghouse, Achieving the Dream has access to your institution's NSC data and calculated outcomes. If you would like to share data from other sources, we encourage you to do so. There will be an opportunity to upload data at the end of the form.

Progress Update

Reflect with your group on your institution's progress in improving student success over the past academic year. Describe this progress for each area and consider both the positive factors and challenges affecting the student success efforts at your institution.

Leadership & Vision

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

We are pleased to report that Tillamook Bay Community College made progress in several areas this past year. Four we would like to highlight were identified as goals in our strategic framework and were outlined as objectives for 2015/2016 by the leadership team in our department level operational plans:

1. TBCC developed and implemented a college-wide pilot for enhanced advising. This is a very exciting collaborative effort that will help us to better identify student needs and improve student retention. We will build on the existing strengths, expertise and knowledge-base of all employees; and refer students to appropriate college and community support services as a way to help students overcome an experience gap in college/career/personal success strategies. By making regular contact with current students we can provide a safe environment to openly discuss goals, challenges, and ways to support success.
2. Developed a recruitment and retention plan that is reflective of our values and promotes student success using a multi-channeled approached to outreach with emphasis on individualized face-to-face interactions with students and collaboration with internal and K-12 partners. We created a plan that allows us to use resourceful teamwork to recruit and retain students in a caring, coachable and personal way.
3. As an organization, we embraced small and personal. As the smallest community college in Oregon, done right, being small can be one of our biggest advantages to students. This specifically ties to our core theme of educational excellence where we address small and personal as it relates to equity and access. An indicator of our success will be that the College is recognized as and strives to embody a personal, small and high technology learning community.
4. In 2015 we experienced a change to our leadership team with a new Director of Student Services coming on board. We are experiencing a more inclusive direction that has enhanced a culture of collaboration with faculty.

Challenges

Suggested maximum word count: 300 words

ENROLLMENT

Not unlike other community colleges across the nation, TBCC continues to see a decline in enrollment. More significant is the change in enrollment mix. We have experienced a fairly large shift in our student population from full time enrollment to part-time status.

HIRING

This past year we have experienced some significant hiring challenges for key positions within the organization. As an isolated, rural community we have difficulty attracting talent to the area and also struggle to find the skills we need locally. The majority of the year we were not fully staffed in the Office of Instruction or the Department of Student Services. We have been unsuccessful in staffing our Institutional Researcher position or a Data Visualization Specialist position.

DATA

As mentioned, we have operated for almost a year with very limited resources in institutional research due to difficulty in hiring. It has the potential to impact our ability to plan and make informed decisions as an institution.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

ENROLLMENT

In 2016/2017 we will fully implement our redesigned recruitment and retention plan and move our enhanced advising program from a pilot to full implementation. This past year we spent significant time and resources to revise our major career technical areas to shorten the length of time it takes for students to earn industry credentials and realigned program outcomes to better meet our local industry expectations for career readiness. We are planning a targeted promotion plan that will allow us to educate prospective students on CTE programs and how their education prepares them for the workforce. We believe we will see a positive enrollment impact through this coordinated effort to enroll more students and provide them the support they need to progress and complete at TBCC.

Full STAFFING

We need to be fully staffed and trained to meet our mission and best support student success. We will continue to recruit talent in 2016/2017 to fill key positions and we are evaluating and enhancing our new-hire onboarding program to help retain talented faculty and staff. Additionally, we will continue to utilize the resources of our Title III federal grant to meet our professional development initiatives.

GUIDED PATHWAYS

In 2016/2017 we intend to embed the principles of guided pathways into our work to help us assess student needs and create a career education plan to support student progress and completion. We received a grant through the state of Oregon to create a TRIO-Like program that will assist us.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☐ Yes   ☒ No

[IF YES] Please describe the promising practice:

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Data & Technology

The institution's capabilities to collect, access, analyze and use data to inform decisions, and to utilize and leverage technology to support student success.

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

DATA

This year TBCC requested longitudinal data from CCSSE on past and current surveys, to be used for comparison purposes in college-wide discussions. The college participated in the SENSE survey as well. A new Student Satisfaction survey was designed and administered, based on a combination of Likert scale and open-ended questions. The three surveys are being used in committee meetings and college-wide for discussion and long-term strategic plan development.

The college has also benefited from increased capacity to generate and analyze data for specific internal purposes related to the tracking of student cohorts enrolled in College Skills classes, and of individual students through developmental and gateway classes. Completion rates and persistence of students in specific course sequences are also being tracked to identify common challenge points for students as they progress in their education. This will enable the college to identify the most critical points for providing additional support for students, and the most effective tools and methods for providing that support.

The capacity to address data questions specific to the institution and its students, when combined with student surveys, IPEDS data, and state reporting, has assisted the college in constructing a holistic view of our success and challenges in addressing student success. As areas of the college embark on developing their next 18-month operations plans, in support of the college strategic framework, the data is used to inform these plans, and the use of data to inform planning and decision-making is becoming more highly integrated into the culture of the college.

TECHNOLOGY

TBCC is in year three of its Title III Strengthening Institutions grant, which focuses on introducing technology enhancements to the classroom, including the development of online and hybrid courses to enhance access. This year the college went live with its first fully online degree. To ensure quality in online instruction, the college has provided faculty with training in Quality Matters, a nationwide organization dedicated to instructional integrity in distance education. The college has also provided faculty with training in Moodle, the course management system. To support students enrolled in online courses and the online degree, the college has developed online services in academic advising, and financial aid advising, and is nearing completion on the development of an online orientation to the college. The college will continue to develop and implement online services to further enhance support for all students in our community.

Challenges

Suggested maximum word count: 300 words

TBCC and other colleges around the state continue to be challenged in locating and hiring experienced data analysts.

As the college moves forward with implementation of technology in instruction, it has become clear that students need and desire training in the course management system and in basic technology. While students want more online and hybrid courses, they also recognize that they may be deficient in some skills in this area (responses on Student Satisfaction Survey).

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for data and technology. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

1. Integrate data review, analysis, and discussion into the fabric of the college. In the instructional area, an annual calendar is under construction that aligns curriculum and assessment committee meetings with the quarterly IPEDS, state data submission calendar, and internal data gathering. The goal is to complete this calendar and implement it for the coming year, for use in subsequent years as well.
2. Adopt a data visualization tool to provide broad internal access to data and ease of analysis.
3. Develop and implement Moodle training sessions and information modules for students.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☐ Yes   ☒ No

[IF YES] Please describe the promising practice:

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Equity

The commitment, capabilities, and experiences of an institution to equitably serve low-income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

TBCC changed the delivery of its adult basic skills and GED classes this year by de-centralizing the classes to outlying locations in the county, to increase access and reduce transportation issues for the student population. The pilot has had mixed results in the North county and South county locations, due to staffing challenges; however enrollment in the class being taught at WorkSource has exceeded enrollment limits and finally had to be closed to additional students. The WorkSource location provides students with access to employment services and counseling, while strengthening the relationship between the college and its partners. Teaching assistants in high enrollment sections were added to ensure individualized support for each student, and provide one-on-one tutoring in mathematics.

The college also introduced Spanish GED classes, with the first full section of Spanish GED being run this spring, with 18 students enrolled. These students are adults also participating in the Juntos program, with children enrolled in county public schools. The class is generating much enthusiasm among students, with the potential to grow into a strong program that also interfaces with local high schools, and provides a pathway into community college for first-generation adult and high school students.

To assist low-income students with access to health services and counseling, the college has arranged with Tillamook County Health Center to provide on-campus health services on a weekly basis for four hours a week. The hope is to expand these services to include counseling availability for students in need of these services.

The college initiated service learning projects in its developmental classes this year with the goal of increasing student engagement, while also creating shared experiences among the students to assist in persistence. These projects have been enormously successful, with local employers meeting with students to discuss career opportunities and both the value and real-world application of learned skills. The projects have also reached into area alternative high schools with these students visiting college classes to discuss the college experience and essential college survival skills.

Challenges

Suggested maximum word count: 300 words

> Recruiting qualified bilingual teachers for Spanish GED classes has proven to be a particular challenge.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for equity. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

> 1. Further develop instructional support and services to non-native English speaking populations. These students have requested courses in basic computer skills and are also interested in a course in civics.
> 2. Expand referral to and availability of counseling services for at-risk students identified through enhanced advising and early warning system.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☐ Yes   ☒ No

 [IF YES] Please describe the promising practice:

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Teaching & Learning

The variety of educational programs, learning experiences, instructional approaches, and academic and non-academic supports strategies designed to facilitate student learning and success

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

- In fall of 2014, TBCC faculty began an initiative to encourage the use of OERs in all classes. At that time, only three classes used OERs. Currently, 66 classes use OER textbooks and 610 students (duplicated) have been impacted by the adoption of OERs. Over the two year period, the use of OERs have saved students over $127,627.
- TBCC faculty have developed over 21 online or hybrid courses allowing students access to more classes that better accommodate their work and life schedules.
- TBCC 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. Specifically, TBCC redesigned the developmental math sequence by creating MTH 020 online and eliminating MTH 65 to accelerate student progress and improve student success in completing their goals. In addition, developmental reading and writing combined into one course each for 90 and 115.
- TBCC identified, developed, and received approval from NWCCU to offer the Business Administration degree fully online; TBCC's first online degree option.
- TBCC researched the feasibility of offering more CTE trainings and courses, and increased the ability for current and potential employees to complete industry certifications, apprenticeships, certificates and degrees in response to industry partner needs. Since the last AtD Annual Reflection, the college completed a revision of its AG/NR degree, a complete redesign of its Criminal Justice and Industrial Manufacturing degrees, and began work on a redesign of its HTRM degree.
- TBCC developed and implemented a college-wide, enhanced advising pilot process to identify student needs and improve student retention. Started in the spring of 2016, all first-term, full-time students (20) were intentionally contacted at critical intervals, five times, during the term to check in with students by building on the existing strengths and knowledge-base of all employees.

Challenges

Suggested maximum word count: 300 words

Beginning in fall 2016, TBCC will no longer be using the COMPASS for placement assessment and additionally, TBCC will be required to have a placement model for high school students linked to the Smarter Balanced assessment taken by Oregon high school students. In response, a cross walk from COMPASS to Accuplacer was created but TBCC will not know if the cut off scores are effective until it is piloted starting academic year 2016-2017. TBCC will make necessary changes as appropriate.

This year the developmental MTH 60-65-95 sequence was shortened to a two-course sequence. Existing prerequisites for courses and programs are being revisited. The college now needs to provide an effective transition for students to the new sequence. Compressed course sections will be provided this summer to enable students who may be in the middle of the sequence to complete it. It is anticipated that MTH 065, now eliminated from the sequence, may need to be offered a few additional times next year to ensure all our students are served. A similar transitional pathway will need to be created for Reading and Writing developmental students due to the redesign of the RD 090/WR 090 and RD 115/WR 115 sequence.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for teaching and learning. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

One supporting objective for TBCC is to support the development of student tutorials for Moodle to improve student familiarity with and student success in online, hybrid, and technology-enhanced courses. While still under development, steps include researching best practices, identifying models of best practices and implementing a pilot template.

TBCC piloted the enhanced advising process to identify student needs and improve student retention. Once the pilot completes at the end of June 2016, further steps include but are not limited to reviewing successes and opportunities within the pilot, revising process for continuous improvement, implementing enhanced advising process for the full academic year (2016-2017), exploring an early warning system, and referring students to appropriate college and community support services.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☐ Yes　　　　☒ No

 [IF YES] Please describe the promising practice:

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Engagement & Communication

The process of enabling key external stakeholders, such as K-12, universities, employers and community-based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

Is this a high priority area for your institution? ☒ Yes　　　　☐ No

Progress

Suggested maximum word count: 300 words

Career College Ready (C2R) - In 2011, Tillamook County educators and community members began a collaborative process that would guarantee graduating high school students the skills and knowledge needed to enter a career field or college. Since that time, using community resources and a partnership between Tillamook School District and Tillamook Bay Community College, we are pleased to share that every student attending Tillamook High School will graduate in 2016 with career training and/or college readiness skills that include one class up to two years of college-level coursework and/or career training. This was a huge success for Tillamook County and one that TBCC worked very hard to achieve as a partner with the largest high school in our district.

Industry Advisory Committees – This past year, TBCC revised our major career technical degree programs to shorten the length of time it takes for students to earn industry credentials and realigned program outcomes to better meet our local industry's workforce readiness expectations. This effort required significant support by our industry advisory committees for each of the CTE areas. The Office of Instruction met with local industry beyond the advisory committees to ensure we were creating the program outcomes needed for students to be successful entering the workforce after completion.

Articulation Agreements – TBCC has worked to reestablish articulation agreements with universities post independent accreditation in 2014. This past year we successfully renewed articulation agreements with Oregon State University, and Oregon Institute of Technology, and established a new articulation agreement with Eastern Oregon University for our online Business Administration degree program.

Partners for Rural Innovation Center – In Sept. 2015 TBCC broke ground on the TBCC/OSU Partners for Rural Innovation Center. It is a new learning hub that will support innovation, entrepreneurialism, job readiness and post-secondary degree attainment for citizens of Tillamook County. It will be home to OSU Extension Services, OSU Open Campus, Small Business Development Center, Economic Development Center, Visit Tillamook Coast team and the new home for the TBCC Agriculture and Natural Resources degree program. It brings together the County's agricultural and natural resource educators and economic and business development partners under one roof to gain a more effective system of collaborative resource sharing and shared learning opportunities. The facility will be open to students and the community in early 2017.

Challenges

Suggested maximum word count: 300 words

Challenges for TBCC will be to bring up the Career College Ready program in the remaining two High Schools in our service area. They are smaller (less than 75 graduates each) and capacity can be an issue.

Enhancing Industry Advisory Groups – During our CTE program redesign project we learned that we have several strong industry advisory groups in place that are actively engaged and working to provide perspective and input to our CTE programs and we have others that are not functioning as well. The TBCC Board of education has asked staff and faculty to revise CTE advisory committees to ensure representation from diverse industry and educational partners and to meet standardized expectations. There is a need to assess the function of each advisory committee and create a plan that will help us to ensure we have the right industry representation on each committee and that they are adhering to a set of standardized guidelines. This process can be somewhat political and we expect some challenges.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for engagement and communication. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

Professional Development - In 2016/2017 through the financial support available in our Title III grant we plan to continue our focus on institution-wide professional development. By institution-wide we are including the development and implementation of professional development opportunities for faculty, high school teachers, and industry adjuncts to ensure academic excellence in all educational offerings including dual credit, and increase interaction amongst faculty, high school teachers and industry adjuncts.

Adjunct Faculty Onboarding - TBCC is in the early stages of enhancing the TBCC hiring and onboarding program to provide a more comprehensive process for bringing on adjunct industry faculty to teach at TBCC. The intent is to have a new system in place in 2016/2017 that supports the retention of talent and provides adjunct faculty the training they need to support our student success vision at the classroom level.

Service Learning Projects for the 2016/2017 year the college has applied for a renewal of the Connect2Complete grant with a full-time AmeriCorps volunteer placed at TBCC. This is to build on the initial progress made in implementing service learning projects this year. For the coming year, in addition to expanding the service learning projects already underway, an Early Education Literacy Project is planned to increase low-income student's access to books in Tillamook County. It is a collaborative effort between TBCC's Associated Student Body, the Phi Theta Kapa honor society, students at local K-12 schools and the local state agencies and non-profit's in our community providing services to underserved populations.

Aspire – In 2016/2017 TBCC has funding to assist with paying an Aspire Coordinator to assist with developing a volunteer led mentorship program that will benefit students in K-14. A volunteer-based mentoring program will bring significant benefits to Tillamook County education providers and their students by expanding the ability of all educational institutions to provide support for students. Mentors can assist students in identifying and implementing strategies and finding additional support when they encounter barriers and roadblocks that stand in the way of course and degree completion.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

What can our leadership coach share with us as an example from other small, rural colleges that have had success in some of the areas where we are seeking improvement?

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☐ Yes   ☒ No

[IF YES] Please describe the promising practice:

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Strategy & Planning

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

In the past year the college completed its Strategic Framework to support the realization of its mission and core values through the year 2020. Student Success is specifically identified as the first of four Core Values for the college. The Core Themes of Educational Excellence, Economic Success (for our students and our community), and Leadership, Partnership, and Community Engagement support the college's Core Values, and, combined with the college mission and vision, represent the foundation for the Strategic Framework. This ensures the alignment of college vision, mission, core values, and core themes.

The Strategic Framework identifies six overarching goals to guide the college and its operations for the next four years. Four of these goals directly address student success. Each of the overarching goals has specific objectives cited to support its achievement.

 These goals have been operationalized through the formation in each college area of 18-month operations plans, specific to each area and conceived to support the achievement of the strategic goals and their objectives. Areas report the status of the fulfillment of their operations plans on a quarterly basis. New operations plans will be developed each 18 months during the span of the five-year period, with the expectation that each planning period will bring the college incrementally closer to the achievement of its strategic goals.

 Operations plans are further aligned with the Strategic Framework through the identification of objectives supporting progress, completion, achievement and equity and access within each college Core Theme. Each objective has at least one, but in many cases multiple, quantitative measures identified and to be tracked on either a quarterly or annual basis. These measures are cross-referenced to each strategic goal and objective. Together, the Strategic Framework and area Operations Plans support the realization of informed discussion and data-based decision making as a part of the college culture.

Challenges

Suggested maximum word count: 300 words

TBCC has experienced challenges hiring staff, especially in the research area. These challenges, as staff continue to cover vacant positions, act as a constraint on the institution's capacity to develop and implement new initiatives. In addition, the college needs to continue to work on integrating data and its analysis into the fabric of the college culture.

The college has experienced a shift over the last few years to an increased population of part-time students. However the bulk of students responding to surveys are full-time students. The college needs to make a concerted effort to capture input from part-time students on these surveys, and perhaps pursue the formation of focus groups focusing on part-time students, to better inform how we serve these students.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for strategy and planning. What are some action steps your institution plans to achieve these goals?

Suggested word count: 150-300 words

1. With newly acquired access to data, work with AtD coaches prior to the annual leadership retreat to review and develop operational strategies for the coming year to achieve the outlined goals for student success.
2. Further integrate review of data into the operations and calendar of college committees, with informed decision-making on the basis of that data guiding the further development in the coming year of student success initiatives piloted this academic year.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☐ Yes   ☐ No

[IF YES] Please describe the promising practice:

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Policies & Practices

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

Is this area part of your strategic plan? ☒ Yes   ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes   ☐ No

Progress

Suggested maximum word count: 300 words

Current Policies and Practices - The TBCC Board of Education and the institution itself have a schedule to review our policies and practices. Board policies are reviewed on even years and administrative rules on odd years. We are current in our reviews.

Board of Education Calendar of Topics - This past year we instituted a new practice at our monthly Board of Education meetings. We created an annual schedule of topics that will be brought before the board for their consideration and review. Each month a topic is presented and the leadership staff provides data, options and a question for the board regarding how to move forward on the topic.

LEAN Continuous Improvement – For the past several years TBCC has been practicing the philosophy of lean thinking. This past year we experienced a real culture shift and have begun to embrace continuous improvement as the way we do business. Internally we have invested over 200 hours of professional development to train a team of continuous improvement facilitators to support our organization as we continuously improve processes that will enable us to meet student success measures.

Technology focused practices – In 2015 we initiated 10 new online services for students. As such we began looking at how we deliver support to students joining us from an online environment. It required us to evaluate and in some cases change our practices to better deliver support for students utilizing online services.

Challenges

Suggested maximum word count: 300 words

We have solid and current policies and practices in place. Our challenges continue to be in hiring and retaining talent. As people change, and we draw from a relatively small hiring pool, training and institutionalizing our practices become a challenge.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for policies and practices. What are some action steps your institution plans to achieve these goals?

Suggested word count: 150-300 words

> In 2016/2017 we are going to focus on making our policies and practices not just something we comply with but rather part of how we do business. As a team we will work to understand why we have our practices in place and how they are designed to support student success. One step will be to continue to build on the work we have done to reframe the conversation around required compliance training to ensure the focus is on student support rather than simply completing a step in process.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☐ Yes   ☐ No

[IF YES] Please describe the promising practice:

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

2016 Leader College Application Worksheet

For more information or questions about the Leader College application, please contact Samaad Wes Keys at skeys@achievingthedream.org.

Selection & Review:

Each application for Leader College status will go through a blind-selection process and will be reviewed by a panel of experts both internal and external to Achieving the Dream.

Applications will be assessed on their ability to provide the following:

1. Evidence of growth or an upward trend for the metric your institution selected over the course of the last four years
2. Both qualitative and quantitative evidence to support the institution's success
3. A clear link between the impact of the specific intervention(s) and the success the institution has experienced.

Note: Colleges will not be granted Leader College status solely because they have exhibited growth over a period of time. Successful applications will incorporate each of the items above and applications will be reviewed holistically to determine if a college received leader college status.

Institutions applying for initial Leader College certification will apply on one measure; institutions applying for Leader College recertification will apply using two measures.

Section I

Student Success Measure

Of the measures below, please select the measure(s) for which you would like your institution to be considered for Leader College status (one for initial certification applicants, two for recertification applicants). Definitions for the measures are provided in Appendix A of this document.

☐ Successfully complete developmental courses and advance to credit-bearing courses
☐ Enroll in and successfully complete the initial college-level or gatekeway courses in subjects such as math and English

☐ Persistence from year-to-year or term-to-term
☐ Credential attainment within four years (degree or certificate)
☐ Institution-defined metric

Data Analysis

Describe the outcomes of the measure your institution has selected to be considered for Leader College status. This could be for the overall student population or for a specific target population (e.g., African American men, Latina women, first-generation, etc.) at any time within the past three academic years (2011-2012, 2012-2013, 2013-2014, and 2014-2015).

Evidence can include both quantitative and qualitative measures, but should include, at a minimum, metrics for the target population that shows improvement that can be reasonably explained by an intervention.

To demonstrate the impact of the interventions and the improvements achieved, data for periods before, during and after the implementation of the initiative(s)/ program(s) should be provided.

Colleges are encouraged to submit data from peer institutions or national data as points of comparisons. If the initiative(s) or program(s) targets a subset of students at the institution, also provide parallel metrics for all students at your institution.

In addition to the required data template, we encourage all institutions to include in an appendix any additional charts and figures that can support the explanation of their success in this section.

Section II

In this section, describe the initiative(s) or programs(s), which contributed to your institution's improvement in the measure selected any time in the last four academic years (2011-2012, 2012-2013, 2013-2014 and 2014-2015). Please include the following information:

Outline the future goals and objectives of the initiative(s)/program(s).

- What was the biggest challenge in implementing the initiative(s)/program(s), and how was the challenge overcome or mitigated?
- Do you believe the program(s)/initiative(s) can be successfully replicated or transferred to other institutions? Why or why not?
- What are the most important considerations for an institution wanting to replicate the initiative(s)/program(s)?

Section III

Please provide a letter of endorsement from your institution's President/Chancellor that further explains why your institution should receive Leader College status.

APPENDIX A
Student Success Measures & Definitions

General Student Success Data Specifications

Achieving the Dream requires:

- That each institution analyze **at least four years of disaggregated data** for its student success measure.

- That **data be disaggregated on at least three levels**:
  - ➢ Ethnicity/race
  - ➢ Gender
  - ➢ Income status (Pell recipient status)

Analyzing Your Data

Achieving the Dream has developed the [Achieving the Dream Data Template](#) to assist institutions with tracking student success data and presenting results.

Institutions applying for initial Leader College status or Leader College Recertification must submit a **completed ATD Data Template** along with the Leader College application and annual reflection.

Defining the Cohort

The **ATD Cohort** includes all students who are first-time degree- or certificate-seeking students new to your institution during the fall term, including full-time and part-time students.

Measure 1: Successfully complete developmental instruction and advance to credit-bearing courses
Number and percentage of students successfully completing developmental course requirements in two years

Institution may report the developmental education course completion in one of three subject area:

- (1) Math
- (2) English
- (3) Reading

Measure 2: Enroll in and successfully complete college-level or gateway courses (math and/or English)
Number and percentage of students successfully completing gateway courses within three years

Institution may report gateway course completion in one of three ways:

(1) Math
(2) English
(3) Math and English

Measure 3: Persistence from year-to-year or term-to-term

Number and percentage of students persisting from year-to-year (fall-to-fall) or term-to term (fall-spring).

Measure 4: Credential attainment

Number and percentage of students attaining a degree or certificate within <u>four years</u>

Measure 5: Institution-defined measure

Metric from national voluntary or state postsecondary data systems that provides evidence of institutional success

This measure is subject to the same guidelines as the other four measures (disaggregated on three levels, four years of data, etc.). Example sources include but are not limited to:

- Aspen Prize for Community College Excellence
- Complete College America
- National Community College Benchmarking Project
- National Student Clearinghouse
- Predictive Analytics Reporting Framework
- State community college system data
- Student Achievement Measure
- Voluntary Framework of Accountability

APPENDIX B
Data Template Example

Institution Name:	Springfield Community College										

Persist from Term-to-Term or Year-Year

Define the Persistence (Fall to Fall/Fall to Spring, etc.)	Fall to Spring										

Note: Enter the most recent year that your college will submit data for in cell A7-9 and the header rows will pre-populate with the BEGINNING year of the cohort

All students in the ATD cohort

2015-2016	2012-2013			2013-2014			2014-2015			2015-2016		
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful
All	3,691	2,758	74.7%	3,754	3,002	80.0%	3,592	2,869	79.9%	3,417	2,621	76.7%
Hispanic	489	371	75.9%	508	405	79.7%	573	465	81.2%	645	493	76.4%
African American	366	257	70.2%	393	291	74.0%	412	314	76.2%	392	300	76.5%
White	2,524	1,901	75.3%	2,585	2,090	80.9%	2,366	1,898	80.2%	2,144	1,633	76.2%
Male	1,646	1,222	74.2%	1,667	1,298	77.9%	1,616	1,258	77.8%	1,492	1,136	76.1%
Female	2,045	1,536	75.1%	2,087	1,704	81.6%	1,976	1,611	81.5%	1,925	1,485	77.1%
Pell	938	777	82.8%	1,320	1,120	84.8%	1,445	1,229	85.1%	1,586	1,287	81.1%
Non-Pell	2,753	1,981	72.0%	2,434	1,882	77.3%	2,147	1,640	76.4%	1,831	1,334	72.9%
Subgroup 1: ENTER NAME (Optional)												
Subgroup 2: ENTER NAME (Optional)												
Subgroup 3: ENTER NAME (Optional)												
Subgroup 4: ENTER NAME (Optional)												

** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL new or FTIC students referred to developmental education.
A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.

Cell B10 Represents 36% of total enrollment.
Cell E10 Represents 34.3% of total enrollment.
Cell H10 Represents 32.5% of total enrollment.
Cell K10 Represents 30.2% of total enrollment.

Achieving the Dream

TBCC Annual Reflection Report Data Insert 2016

TBCC is attaching the following data summary for its developmental reading, writing, and math courses, in addition to data regarding completion rates for gateway courses.

Part I: Pre-College Reading and Writing

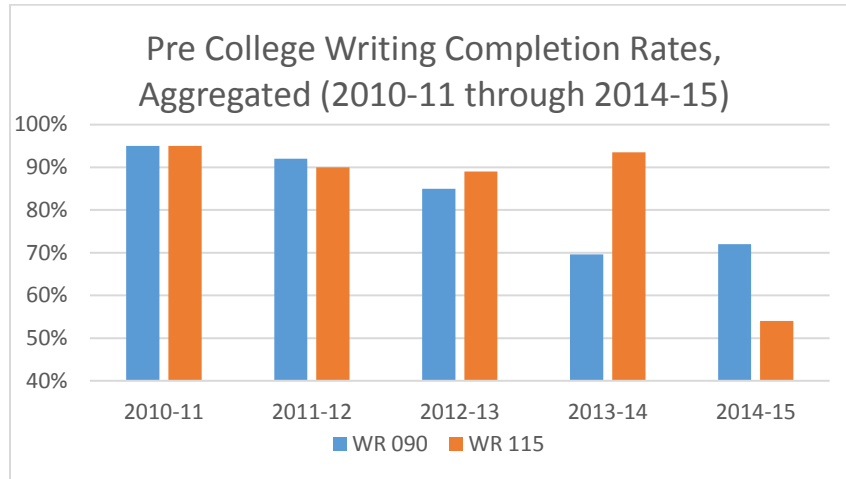**Table I: Pre College Reading Completion Rates, aggregated for the years 2010-11 through 2014-15.**
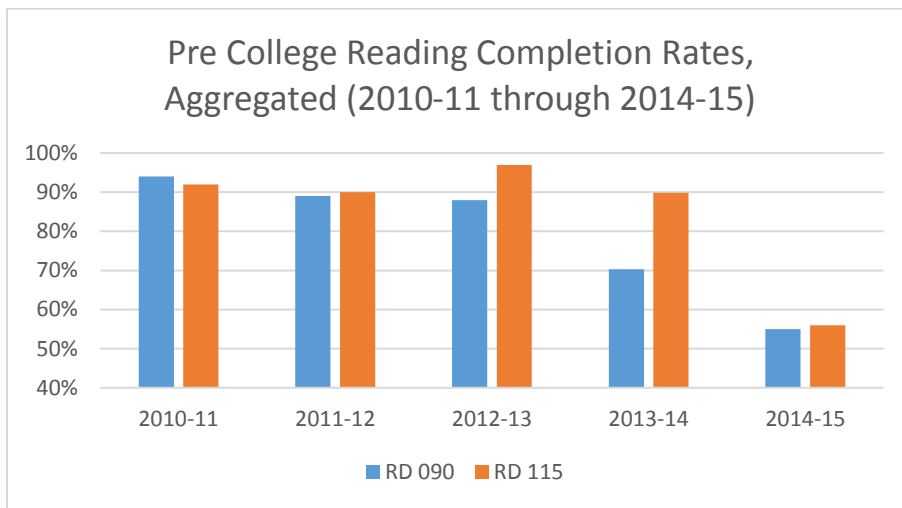
(Source: TBCC enrollment data files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P)

	2010-11	2011-12	2012-13	2013-14	2014-15
RD 090 Enrollment (n)	32	56	33	37	20
RD 090 Completion Rates (%)	94%	89%	88%	70%	55%
RD 115 Enrollment (n)	60	67	37	59	32
RD 115 Completion Rates (%)	92%	90%	97%	90%	56%

NOTE: The significant change in completion rates between 2013-14 and 2014-15 was attributable to a change in instructional methods.

Table II: Pre College Writing Completion Rates, aggregated for the years 2010-11 through 2014-15

(Source: TBCC enrollment data files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P)
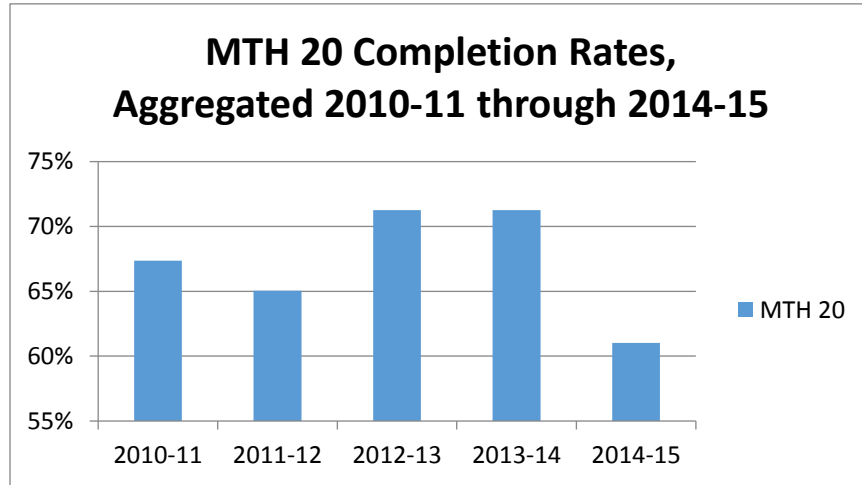
	2010-11	2011-12	2012-13	2013-14	2014-15
WR 090 Enrollment (n)	40	75	41	46	36
WR 090 Completion Rates (%)	95%	92%	85%	70%	72%
WR 115 Enrollment (n)	78	71	56	62	39
WR 115 Completion Rates (%)	95%	90%	89%	94%	54%

NOTE: The significant change in completion rates between 2013-14 and 2014-15 was attributable to a change in instructional methods.

Part II: Pre College Math Completion Rates, Aggregated for the years 2010-11 through 2014-15
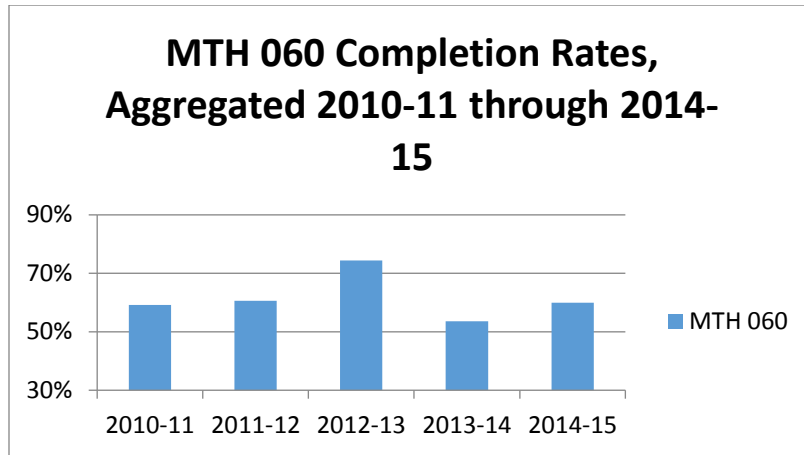
Table III: Math 020

(Source: TBCC enrollment data files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P)

	2010-11	2011-12	2012-13	2013-14	2014-15
MTH 020 Enrollment (n)	98	103	80	87	59
MTH 020 Completion Rate (%)	67%	65%	71%	71%	61%

NOTE: Completion rates in MTH 020 declined from 71% in 2013-14 to 61% in 2014-15. Additional data analysis indicates that more than 70% of students enrolling in MTH 020 are returning students, or adult learners. The college has implemented MTH 020 as an online course this year. While it is premature to draw conclusions from this year's data, it appears that completion rates have increased. This may be due to the attentive support provided to students in the online class by the new instructor.
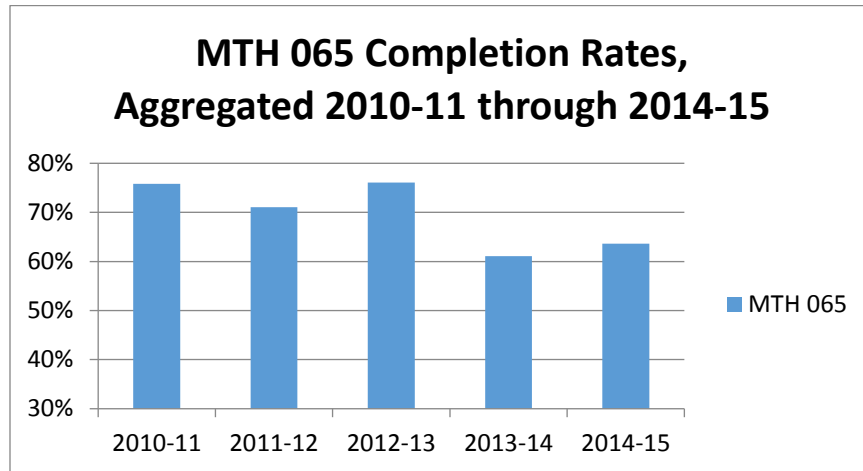
Table IV: Math 060

MTH 060 Completion Rates, Aggregated 2010-11 through 2014-15

(Source: TBCC enrollment data files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P)

	2010-11	2011-12	2012-13	2013-14	2014-15
MTH 060 Enrollment (n)	120	127	129	138	130
MTH 060 Completion Rate (%)	59%	61%	74%	54%	60%

Table V: Math 065

MTH 065 Completion Rates, Aggregated 2010-11 through 2014-15
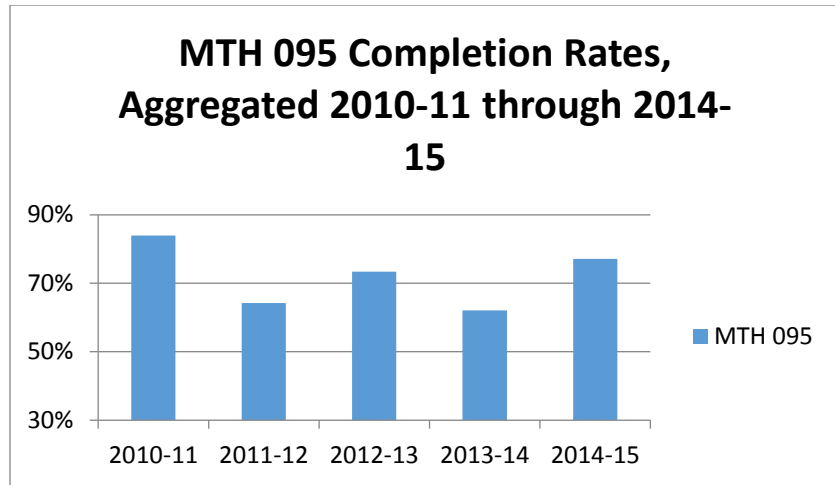

(Source: TBCC enrollment data files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P)

	2010-11	2011-12	2012-13	2013-14	2014-15
MTH 065 Enrollment(n)	91	114	117	90	99
MTH 065 Completion Rate (%)	76%	71%	76%	61%	64%

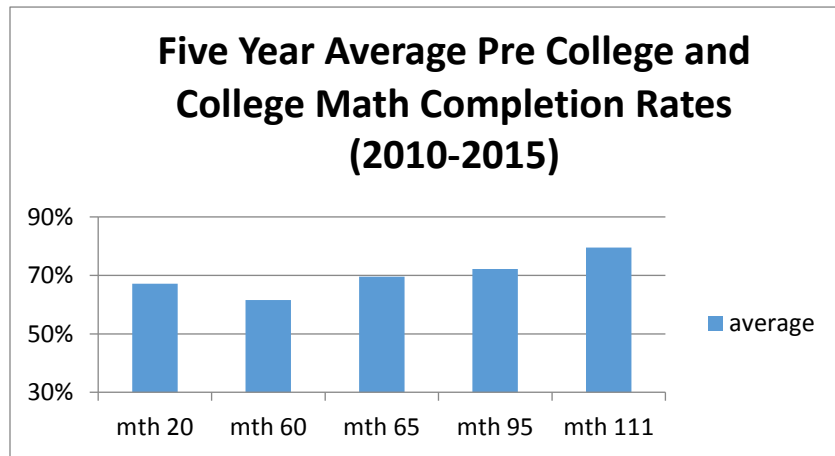**Table VI: Math 095**

MTH 095 Completion Rates, Aggregated 2010-11 through 2014-15

(Source: TBCC enrollment data files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P)

	2010-11	2011-12	2012-13	2013-14	2014-15
MTH 095 Enrollment (n)	75	81	113	95	83
MTH 095 Completion Rates (%)	84%	64%	73%	62%	77%

Table VII: Five year average of Pre-College Math and MTH 111 course completion rates

Five Year Average Pre College and College Math Completion Rates (2010-2015)

(Source: TBCC enrollment data files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P)

Part III: Completion Rates – Gateway Courses

Table VIII: Gateway Courses – Writing
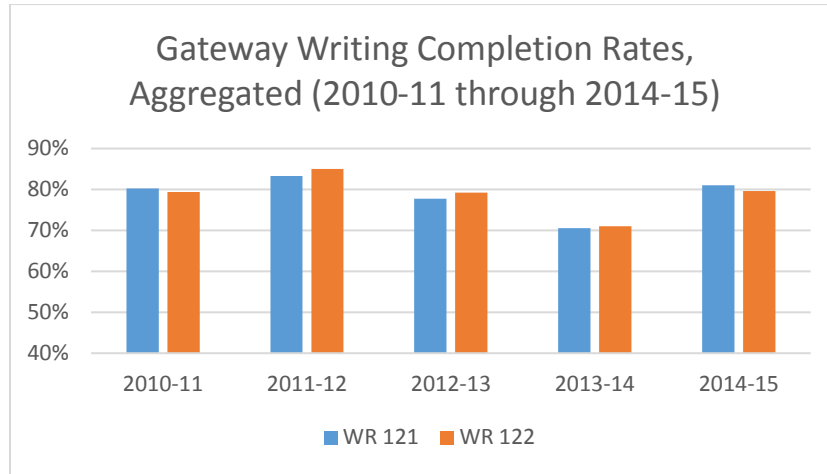
Gateway Writing Completion Rates, Aggregated (2010-11 through 2014-15)

WR 121 ■ WR 122

(Source: TBCC enrollment data files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P)

	2010-11	2011-12	2012-13	2013-14	2014-15
WR 121 Enrollment (n)	187	210	180	187	200
WR 121 Completion Rates (%)	80%	83%	78%	71%	81%
WR 122 Enrollment (n)	102	129	125	122	147
WR 122 Completion Rates (%)	79%	85%	79%	71%	80%

Table IX: Gateway Courses – Math
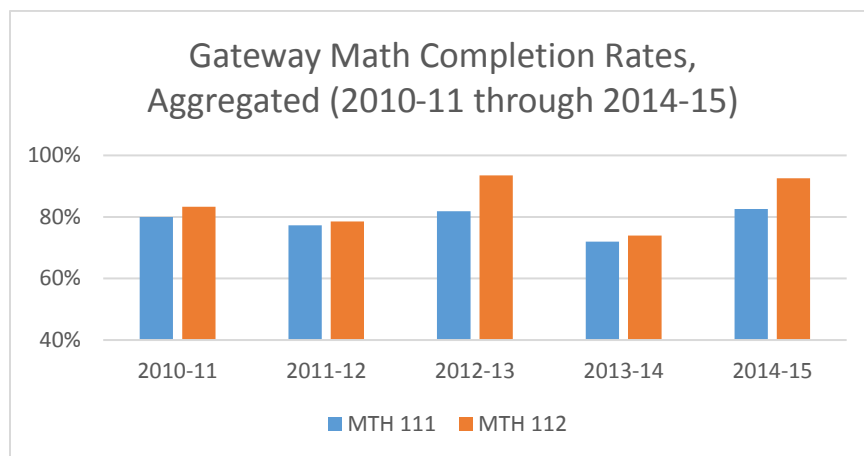
Gateway Math Completion Rates, Aggregated (2010-11 through 2014-15)

MTH 111 ■ MTH 112

(Source: TBCC enrollment data files. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C, or P)

	2010-11	2011-12	2012-13	2013-14	2014-15
MTH 111 Enrollment (n)	35	97	88	100	23
MTH 111 Completion Rates (%)	80%	77%	82%	72%	83%
MTH 112 Enrollment (n)	12	14	46	23	27
MTH 112 Completion Rates (%)	83%	79%	93%	74%	93%

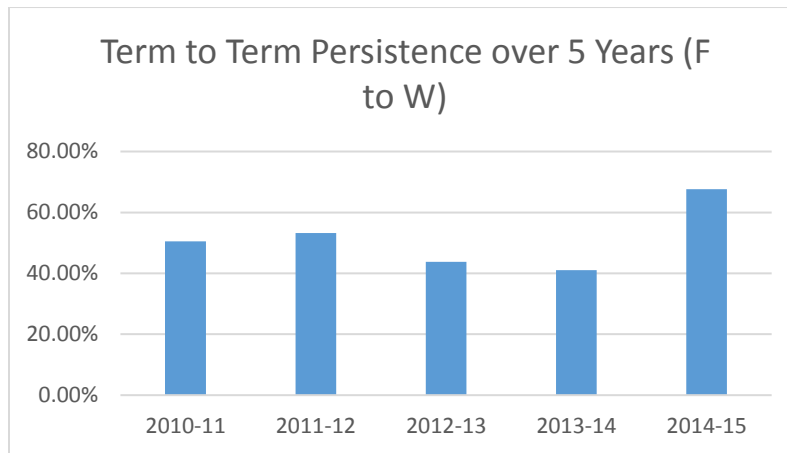## Part IV: Student Persistence Rates

Table X: Fall to Fall
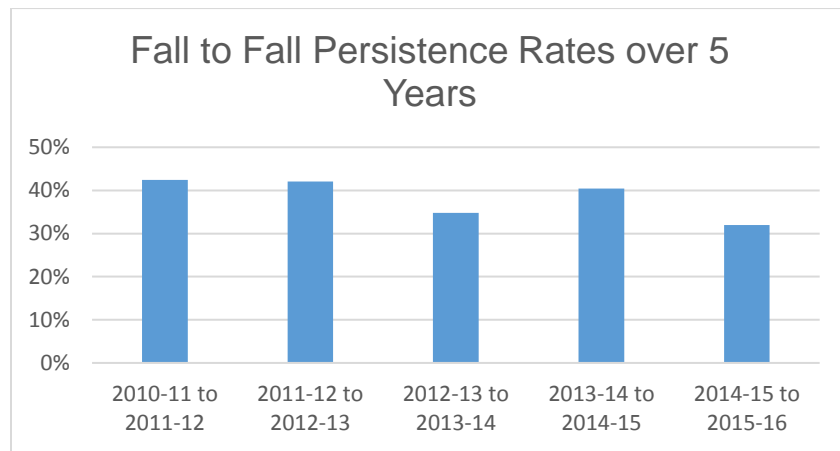
*Source: TBCC enroll files

|	2010-11 to 2011-12	2011-12 to 2012-13	2012-13 to 2013-14	2013-14 to 2014-15	2014-15 to 2015-16
Unduplicated Enrollment for first Fall term (n)	457	547	514	512	503
Students Persisting	194	230	179	207	161

Table XI: Student Persistence, Fall Term to Winter Term, 2010-11 to 2014-15

*Source: TBCC enroll files

	2010-11	2011-12	2012-13	2013-14	2014-15
Unduplicated Enrollment for term (n)	457	547	514	512	503
Students persisting	231	291	225	210	340
Fall to Winter	50.55%	53.20%	43.77%	41.02%	67.59%

Table XII: Student Persistence, Winter Term to Spring Term, 2010-11 to 2014-15
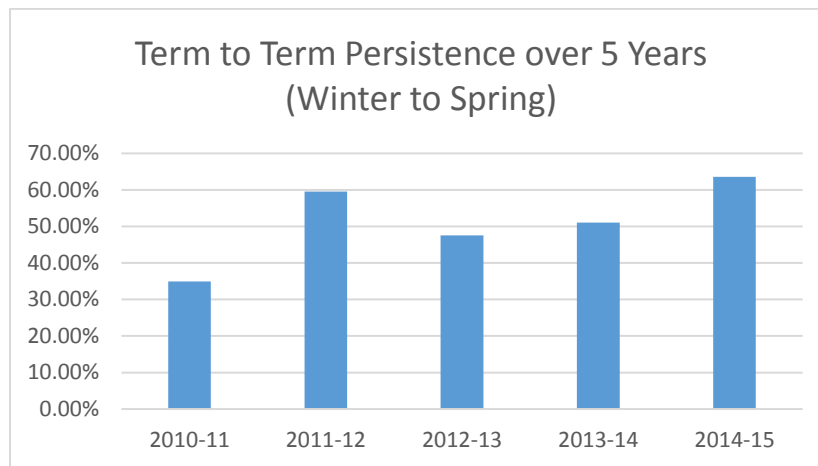
*Source: TBCC enroll files

	2010-11	2011-12	2012-13	2013-14	2014-15
Unduplicated Enrollment for term (n)	478	373	324	294	437
Students persisting	167	222	154	150	278
Winter to Spring	34.94%	59.52%	47.53%	51.02%	63.62%

Part V: Degree and Certificate Completions

Table XIII: TBCC Degree and Certificate Completions, 2010-11 to 2014-15

TBCC Completions, 2010-11 to 2014-15					
	2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Degree/Certificate					
C/T: Career Pathway Certificate of Completion	1	3	2		3
Career/Tech Associate of Applied Science	8	8	12	7	8
Career/Tech Certificate 1 yr - less than 2 yr	3	4	7	2	3
LDC: Associate of Arts Oregon Transfer	7	8	17	13	12
LDC: Associate of General Studies	9	19	27	28	27
LDC: Associate of Science	5	6	12	3	14
Grand Total	**33**	**48**	**77**	**53**	**67**