



Achieving the Dream™

2015 Annual Reflection & Leader College Application

May 24, 2015

2) Progress Statement (750 words): Progress in improving student success and completion over the past academic year.

TBCC exhibits improvement in student fall to winter and fall to fall persistence, as well as in completion of gatekeeper math courses. This is accompanied, however, by decreases in two year student completion of Developmental Education courses in both math and English. Performance on ATD benchmark measures has intensified review and discussion of college data on student performance in developmental courses and of CCSSE survey results. An emphasis has been placed on long-term planning for meaningful change in instruction and student and support services.

The 2014-2015 academic year has been a year of change, reflection, and strategic planning for TBCC. After having achieved independent accreditation status in early 2014, the college submitted its first Year One Accreditation Report to the Northwest Commission on Colleges and Universities. The report was accepted without reservation by the accrediting body. The college is working on a Substantive Change Report to NWCCU to gain approval to begin offering an online Business Administration degree in fall 2015.

Also in 2015, a new college Strategic Framework was developed to guide the college through the years 2015-2020. Achieving the Dream performance measures are integrated into the college strategic plan, with objectives related to their achievement as components of each work area's 18-month Operations Plan. This is intended as a direct reflection of the college commitment to student success and attainment of educational goals.

During the 2014-2015 year TBCC approved the implementation of a no late registration policy, with the pilot beginning in summer 2015. The Student Drop policy has been revised, with students now required to schedule a conference with and gain instructor's

signatures before dropping from a class. These changes are in response to nationwide research which shows that students who register late for classes have lower success rates, and that instructor intervention can encourage students to stay in class and complete successfully. A redesign of developmental math and English courses was also launched this year. Reading and Writing 090 classes are now integrated in terms of outcomes and lesson planning with the next step to integrate the two courses into one combined Reading and Writing class. A task force has been identified and formed to begin remedial math course alignment and redesign summer 2015.

For the next 3.5 years, TBCC benefits from Title III grant resources, which provides the college with approximately \$ 450,000 in funding each year. The grant makes it possible for the college to implement new student support and instructional services that directly impact student access and increase support for student completion, with funds also earmarked for operational efficiency improvements. Initiatives identified this year for 2015-2016 emphasis include the design and implementation of an enhanced advising model, a blended tutoring/advising/mentoring model to be coordinated through the College Learning Center, and the development of online orientation, advising and tutoring services.

At the state level, the restructuring of higher education leadership has begun, with some departments being disbanded and some subsumed under the new Higher Education Coordinating Commission. Changes in the state governor's office and higher education leadership have also created uncertainty over pending changes in state regulations, the provisions and passage of which are no longer assured.

Negotiations at the state level regarding the 2015-2017 biennial budget have been prolonged this year, with budget reductions nearly assured but the magnitude of cuts unknown. Discussions have also continued at the state level on the implementation of an Outcome-Based Funding mechanism, with debate surrounding proposed performance measures and the rumored discontinuation of the traditional Achievement Compact, Oregon's current performance measures for community colleges.

A review of instructional programs and curriculum was undertaken this year. TBCC is challenged by Gainful Employment (GE) reporting requirements which require a larger number of annual program completers than is feasible for a small college serving a sparsely populated rural area. As a result the college is considering the suspension of one CTE program. As part of the strategic planning process and in response to feedback from advisory groups and students, the college is also redesigning its Industrial Maintenance Technology, Agriculture and Natural Resources, and Criminal Justice degrees.

The passage of the new Workforce Innovation and Opportunity Act with its more stringent outcome requirements has prompted a review of ABS/GED program outcomes. In response to low enrollment and low completion rates, the college is

changing the structure of its ABS/GED program. The new program will be run as a one-year pilot, with results used to inform the feasibility of applying for WIOA funds.

3) Principles Assessment Survey Results:

Question 3: Principles Assessment Analysis
Principle 1: Committed Leadership (2-3 Paragraphs)
<p>Tillamook Bay Community College (TBCC) completed the Readiness Assessment in April 2012 with input from representative campus administration, faculty, and staff. Additional input for the 2014-2015 year was gathered through the Principles Assessment was completed in May 2015 as an online survey distributed to a wider spectrum of stakeholders. Staff (44%), adjunct faculty (32%), faculty (18%), administration (12%) and students (2%) responded. Several respondents identified with more than one role at the institution which brought the percentages above 100%. Participation of adjunct faculty who did not directly participate in the Readiness Assessment has continued to increase over the past three years.</p> <p>According to the Principles Assessment results, committed leadership is solidly increasing. Over 44% of all respondents scored 5 for the CEO and leadership team actively support efforts to improve student learning and completion, not just increase enrollments. . The majority of survey participants scored items all questions as 3, 4 or 5. Item 1.2a, "The board expects, and the CEO provides, regular reports on student outcomes and the impact of efforts to improve success rates" had the lowest ratings with 17% at a 1 or 2 and 21% marking Unsure.</p> <p>Strategic Framework used by TBCC has made engagement and student success campus priorities. Though both written documents and actions the College leadership is moving student success forward. The use of Title III and lean processes has helped the College to move the priority to processes, policies, and standard work practices that support students' successful start, persistence, and completion. In the past year leadership's commitment to on the use of student data and learning where gaps exist and actions needed to improve success has continued to become part of the culture at all levels of the college. The Leadership Team meetings focus on student success and campus progress on related initiatives. The Board of Education is kept apprised of progress on engagement and student success activities through updates from the President and Chief Academic Officer. Leadership has lead the creation of cross college teams to bring about strategic change in many areas of the College.</p>
Principle 2: Use of Evidence to Improve Policies, Programs, and Services (2-3 Paragraphs)
<p>Results from the Principles Assessment show constituents perceive TBCC's extent of implementation of use of evidence as not as robust as its committed leadership. Respondents identified IT staff capacity as limited to meet data and research demands (2.1a 61% scoring a 2 or 3). Campus interest and demands for data, research, and reporting have significantly increased in the past three years. The type of data needed has changed as TBCC has increased its use of data to increase the importance and need around IT and IR functions. Regarding collection and analysis of data, respondents rated the conducting of surveys and focus groups (Item 2.2c) least implemented. Limited staffing to support focus group activities continues to be an acknowledged challenge at TBCC. Regarding the use of data across the campus community for evaluation and improvement (Items 2.3a and 2.3b), the majority of respondents scored adoption/implementation as 3 (Increasing). This reflects progress from scores of 2 on the items in the 2012 Readiness Assessment, but reinforces TBCC's commitment to involving a wider range of constituents in developing, implementing, and evaluating student success activities and practices. Offices, departments, and personnel around campus are having conversations around the gaps and the perceived gaps that the Principles Assessment brings to the forefront by area being ranked high or low by the majority of survey respondents. It is agreed upon that these areas must be examined and priorities set to build clear pathways toward standardizing high impact practices across the college.</p> <p>In 2014 Tillamook Bay Community College achieved independent regional accreditation. This process has helped all faculty, staff, and administration incorporate the success of TBCC's own students as a significant and important</p>

focus of activities. The College has increased its emphasis on use of evidence to improve policies, programs, and services this past year through the intentional focus on student experience, high impact practices, and data sharing and the integration of lean processes. The ATD work has brought four areas to the forefront in college work. These areas of focus are: scheduling of course and programs, individual student success plans tied to career and education, early alert and enhanced advising, and developmental math redesign to support acceleration and success. TBCC continues to improve campus policies, programs, and services in these areas. As we move forward, we anticipate even more extensive use of data from ATD's database, the College's SENSE and CCSSE data, and annual campus surveys.

Principle 3: Broad Engagement (2-3 Paragraphs)

Results of the Principles Assessment on items related to broad engagement at TBCC show the need for improvement. TBCC has engaged in a variety of activities in the past three years intended to increase cross-campus engagement. Responses show significant portions of the campus are unsure about engagement activities of either faculty or the service areas of the College. Non-response answers fluctuated between 9% - 37% with 24% as the average "Unsure" this principle. Respondents who did score these questions tended to feel TBCC is increasing with a ranking of 3 being the average. Broad Engagement Principle 3 received lowest marks for on the 2012 Readiness Assessment. Challenges with actively engaging adjunct faculty and students remain the same as in 2012. Even when invited to participate in on-campus activities, it does not often happen. Anecdotal information indicates reasons most often cited for lack of participation are competing demand for time (off-campus employment, family responsibilities, etc.). Perceived lack of alignment and collaboration between academic affairs and student services areas is another challenge that TBCC is aware of and continues to work to overcome. The importance of cross-functional committees and task forces has been emphasized in the past year through the implementation of Lean process committees, and leadership is still working to reduce division which occur when College departments view that certain student success issues belong to an area of the college.

The College community has now revised the Strategic Framework as a second step to developing an ongoing culture of structure and long-range planning. One goal of the Strategic Framework revision (and also part of an accreditation Recommendation for TBCC), is increased integration of area plans (academic, strategic enrollment management, etc.) in institutional planning. The College holds semi-annual in-service days where all faculty, staff, and administration meet together. At the past four in-service days the College has spent significant time focusing on alignment, movement, and assessment of student success practices and initiatives. Cross-functional teams have been formed from cross-campus personnel to support greater perspectives and support for the Strategic Framework.

Principle 4: Systemic Institutional Improvement (2-3 Paragraphs)

Results from the Principles Assessment survey indicate mixed perceptions on the levels of extent of adoption/implementation of systematic institutional improvement. The average scores on individual items ranged for committee work on student success (4.2a), College use of grants to improve outcomes (4.1e) and student success as an on-going accreditation activity (4.1g) all rated with the plurality of perception at 4 and 5. Lowest perceptions were in faculty and staff development/training (4.3a-c). For Principle 4 as a whole, the most limited extent of adoption/implementation was perceived to be in induction and orientation activities for new faculty/staff (4.3b), training on use of data for improvement (4.3c), and faculty and staff professional development that reinforces efforts to improve student success (4.3a). These items were also rated as 1 (little or no implementation) or 2 in the 2012 Readiness Assessment. As with other principles, the 2015 responses were generally more positive but echoed relative relationships. Although information on the importance of engagement and student success work at TBCC has been identified for inclusion in new employee (including new adjunct faculty) orientations and targeted professional development included in plans, systematic orientation and training on these subjects has not been implemented yet.

TBCC's commitment to student success and persistence is evidenced in the College wide training and implementation of lean practices this past year. The College is committed to ongoing institutional improvement. The College's Strategic Framework has been revisited, and expanded to a plan to take TBCC into 2020. It provides the primary vehicle for organizing TBCC's plans for improvement. The plans state that TBCC is committed to every student being able to complete in two years, if they so desire, and that the College will not create barriers. However, TBCC has identified barriers to success and gaps in the success data that need to be addressed. The College is committed to review the gaps, discern why they exist, and try new methods and processes to close gaps and

improve student success. An Achievement Compact with the State of Oregon also demonstrates the College's commitment to improvement. Metrics for the Achievement Compact are similar to those for ATD and to those used for years in TBCC's accreditation self-evaluation. The College Board, staff, and faculty are committed to ongoing improvement for student success.

Principle 5: Equity (2-3 Paragraphs)

Principle 5 was not part of the 2012 Readiness Assessment, so the Principles Assessment results yielded can only be compared to the 2014 Principles Assessment Survey. Overall, the majority of respondents rated the extent of TBCC's adoption/implementation of equity as Increasing (3) or better in both 2014 and 2015. Highest scores were given for the College's commitment to equity (5.1b), staffing reflecting community diversity (5.1c), and a classroom learning environment that supports success of all students (5.2a). The lowest ratings were associated with multicultural perspectives being integrated throughout the curriculum (5.2b), employee experience or knowledge regarding students from diverse backgrounds (5.2c), and opportunities for students to voice opinions about their college experience (5.1d). As TBCC progresses on efforts to assess and improve its Institutional Learning Outcomes the integration of multicultural perspectives throughout the curriculum should increase.

TBCC is committed to supporting all students achieve successful outcomes, through the examination of our culture, perceptions, and practices to become more aware of inequity and increase equity at the College. TBCC recognizes that one size does not fit all and will continue to measure achievement gaps and provide support where it is needed including credential attainment of either certificates or degrees. In an effort to support the needs of Tillamook County, the College has an active role in Juntos, significantly increased the number of scholars available to students especially minority, non-traditional, and under-represented students. Poverty is one of the greatest barriers that our students face. In a rural, isolated setting students often are uncertain of what opportunities might be available to them. Analysis of our data shows that while race and ethnicity seem like they should not be a factor in student success since we are a very homogenous community, there is some evidence that men—particularly men of color—are less successful. This and other findings from data has helped increase the College's commitment that success for all students is critical in our community.

4) Student Success Data Trends

Measure 3: Persist from term to term or from year to year

a. Persistence from term to term (fall to winter):

Fall 2012 to winter 2013 persistence rate 69%

Fall 2013 to winter 2014 persistence rate 72%

TBCC's fall to winter persistence rate increased during the 2013-2014 academic year by three percent over the prior year. While these results are encouraging it is not clear to what the increase is attributable. Year to year persistence exhibits a 2% increase over the same period.

b. Due to the small size of the cohort and the student body at TBCC, when data is disaggregated according to ethnicity, representation in ethnic groups falls below the minimum 5 reporting threshold. Therefore the college has aggregated all ethnicities in its report. Overall, "other" ethnicities improved ten percentage points in persistence from the fall to winter term. The persistence rate among males from fall to winter terms improved five percentage points between the academic years 2012-2013 and 2013-2014.

c. TBCC's 2015-2020 Strategic Framework identifies overarching strategic goals for the five year period. Strategic Goal IV states: TBCC exhibits increased student retention and continuous growth in student completion of certificates, degrees and personal educational goals.

Specific objectives for the next 18 months associated with this strategic goal include:

- TBCC will develop and implement a college-wide, enhanced advising process to identify student needs and improve student retention by building on the existing strengths, expertise and knowledge-base of all employees; implementing an early warning system; and referring students to appropriate college and community support services.
- Student Services staff will create and implement "common language" to be used with students which emphasizes the importance and mind set which supports the completion of math, reading, and writing courses.
- Through enhanced advising model, students on academic alert/warning or probation status receive mandatory advising support every 3-4 weeks throughout the term. This contact will include option of in-person, online, phone, email, or other contact as developed to support distance education and on-campus students.

Other objectives include:

- TBCC will create clear expectations and processes for students to complete gateway courses within their first 36 credits.
- TBCC will continue efforts begun in 2014-2015 to align and revise developmental math course sequence, reducing the number of course hours associated with the sequence and pursuing the development of an alternative math pathway associated with non-STEM student educational goals.

5. Goals and Plans for 2015-2016

Goal 1: TBCC will develop a blended tutoring/advising/mentoring model, operated through the TBCC Learning Center, which encompasses professional development for tutors and pursues a holistic tutoring approach to identify student barriers to learning and comprehension.

Action Step 1: Research and identify resource for online and in-person professional development for peer tutors.

Action Step 2: Recruit and train expanded pool of peer tutors and community volunteers to provide tutoring services to TBCC students in developmental math, reading and writing.

Goal 2: TBCC will develop and implement a college-wide, enhanced advising process to identify student needs and improve student retention by building on the existing strengths, expertise and knowledge-base of all employees.

Action Step 1: Develop and implement an early warning system, with referrals to college and community services including tutoring, academic advising, and health and human services.

Action Step 2: Assign each TBCC employee 15 students to contact and follow up with through each term, providing an ongoing, personal contact from the college with each student. Through enhanced advising model, students on academic alert/warning or probation status receive mandatory advising support every 3-4 weeks throughout the term. This contact will include option of in-person, online, phone, email, or other contact as developed to support distance education and on-campus students.

Interventions Showcase TBCC 2015 Annual Reflection

Math Redesign: TBCC has traditionally taught developmental math sections in summer quarter as an open lab format with students working in a guided but self-paced manner. The college has eliminated this course format for math instruction in response to student and faculty feedback, and is offering all developmental math courses over the summer in a four week, compressed format. This is in response to nationwide research that indicates greater student success in a compressed format for developmental classes. At the same time a task force of faculty and staff has been formed and has met to review longitudinal data on student progression and completion of remedial math classes, and also to review current best practices in math redesign which were presented at the annual DREAM conference. Over the summer this group will meet to align the curriculum in these classes and then to work on a redesign of the sequence that will mirror one of these models.

Course to Program: This initiative is intended to minimize student enrollment in non-essential courses that do not count toward their degree and that can affect their financial aid status, and thus promote persistence to completion of goals. This academic year the college course schedule has been formatted to reduce course selections available to students in their chosen degree or certificate pathway, in response to studies showing that students benefit from focus in their coursework and from reduced choices, which assists them in maintaining directed studies. The college has pledged to full-time students that it will offer the full complement of courses necessary for them to

complete their degree in two years. The college also committed to a policy of non-cancellation for classes even in cases of low enrollment. Both of these strategies are also meant to communicate to students that TBCC is a strong supporter of and partner with students in the completion of their educational goals.

In concert with these scheduling initiatives the college has also undertaken a review and redesign of all of its degree and certificate programs this year. This review began with a complete review of all courses within the college catalog, with comparisons of course data across three databases. All course data was brought into agreement across the three databases to help ensure that course information and data are as accurate as possible for students and their advisors. This technical project on courses is now being integrated into all certificate and degree program listings, with the goal of having 100% consistency and accuracy across all curriculum information.