

# ANNUAL REFLECTION NARRATIVE

**DUE: MAY 10, 2014**



Achieving  
the Dream™

Community Colleges Count

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# Instructions

## INTRODUCTION

All Achieving the Dream institutions are required to submit an Annual Reflection (except colleges that entered ATD in 2013 that will submit an Implementation Plan). The Annual Reflection provides an opportunity to consider your institution's student success progress over the past year and to plan for the coming year. The Annual Reflection includes several components to guide your institution in this reflective process: the Principles Assessment Survey, Annual Reflection Narrative, Interventions Showcase Update, and Leader College Application (if relevant).

## COMPLETING AND SUBMITTING THE ANNUAL REFLECTION

**A. Principles Assessment Survey:** To facilitate your review and reflection process, Achieving the Dream provides the ATD Principles Assessment Survey, which should be used to solicit stakeholder feedback and group reflection as well as discussion. We recommend that your institution administer this survey to a representative group of stakeholders (administrators, faculty, staff, students, etc.) who have been involved in your reform work.

Administer the online survey by sharing the [link \(http://adobe.ly/1b9S6qt\)](http://adobe.ly/1b9S6qt) and ask stakeholders to **submit their survey by April 10, 2014**. Achieving the Dream will collect the results for your institution and send an aggregated response summary to your Core Team Leader by April 23, 2014. Please note that individual survey responses will be anonymous to both the institution and Achieving the Dream. Even individual survey responses will be identifiable only by an institution's IPEDS Unit ID.

Once you have completed the survey and received the aggregated responses, Achieving the Dream suggests that your institution engage a representative group of stakeholders to review and discuss your student success and equity work, the results of the Principles Assessment Survey, and your outcomes data for the five Achieving the Dream student success measures. This discussion will be informative as you complete the Annual Reflection Narrative.

**B. Annual Reflection Narrative:** Complete the Annual Reflection Narrative document and save the document as "Institution Name\_2014 Annual Reflection\_Date" [ex: Mountain

College\_2014 Annual Report\_5.10.14]. Return to the [Annual Progress Site](#) ([www.achievingthedream.org/annualprogress](http://www.achievingthedream.org/annualprogress)) where you will find a link to the Submission Site. Click on the Submission Site link and sign in with your email address and your institution's IPEDS number, and upload the saved document. Also, be sure to have your chart or graph ready to upload (see [Question 5](#) and [Appendix A](#)). The file should be saved as "Institution Name\_2014 Annual Reflection\_Data\_Date" [ex: Mountain College\_2014 Annual Reflection\_Data\_5.7.2014].

**C. Interventions Showcase Update:** Add new interventions and update existing interventions by going to the [Annual Progress Site](#) and following the link to the Interventions Showcase.

**D. Leader College Application (if relevant):** Institutions applying for initial Leader College status and institutions required to apply for Leader College recertification must also submit a Leader College Application with their Annual Reflection. More information about the Leader College Application can be found at the [Annual Progress Site](#).

## FEEDBACK

Institutions will receive feedback on their Annual Reflection by early fall of 2014.

## QUESTIONS

If you have a question about the Annual Reflection, please send an email to [info@achievingthedream.org](mailto:info@achievingthedream.org) or call 240-450-0075.

# Annual Reflection Narrative Questions

Please enter your responses directly into the spaces provided below.

Note that the period covered by this Annual Reflection is May 2013 - April 2014. Please reflect on activities during this time period throughout the narrative.

**Institution Name:** Tillamook Bay Community College

## 1) Contributors to the Annual Reflection

Achieving the Dream suggests that your institution engages a representative group of stakeholders to review and discuss your student success and equity progress, the results of the Principles Assessment, and data for the five Achieving the Dream student success measures (as described in Question 5 below).

Names of Contributors to this Annual Reflection	Titles of Contributors to this Annual Reflection
Connie Green	President
Cindy Rowe	Institutional Research
Lori Gate	Chief Academic Officer
Michele Burton	Director of Student Services
Tom Atchison	Faculty - Business

*(You may add more rows to this table as necessary)*

## 2) Student Experience

In what ways is your reform work transforming the way students experience college?

### Question 2: Student Experience (2-3 Paragraphs)

Tillamook Bay Community College has engaged in continuous work toward increasing student success. In 2010, College personnel used research-based strategies to enhance the experience of students during their first term and first year. While new student orientation had been offered for many years, new student orientation became mandatory for all new degree-seeking students in 2010-2011. This was a bold implementation, but connected well with the mandatory assessment of students during the admissions process which was implemented by TBCC several years earlier. The move to an online admissions application created a coherent experience for new students (consisting of application, assessment, and orientation) that support student success from the beginning. In 2012, TBCC implemented a mandatory first term student success course (CG 100 Student Success and Survival, 3 credits) as the natural next step after orientation. Data on longitudinal persistence of the first cohort of students enrolled in the course shows that CG 100 students attained better overall GPA and persistence than students who did not take CG 100. The changes described above has transformed students' college experience by creating a clear admissions through first term experience for degree-seeking students that is designed to support students in planning for success and initiating success.

Work at TBCC to support student academic success and progress from the first term through credential attainment has also impacted the experiences of TBCC students. The Colleges course scheduling template was revised for

2013-2014 in order to assist students by improving access to core courses (Reading, Writing, Math) and reducing course scheduling conflicts. Students have taken advantage of these changes by more students taking math, writing, and reading requirements at the beginning of their programs. Inside the classroom has also reflected changes through engagement and extended learning activities which have become more prevalent in the past years. Instructors have also been including high impact practices as part of many courses. Students are experiencing additional focus on group work, applied learning, and interactive practice within courses as a result of such changes.

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### 3) Progress Statement

Please describe your institution's progress in improving student success and completion over the past academic year. Consider both the positive factors and challenges affecting the student success efforts at your institution. This summary may include aspects related to the institution's culture and environment such as leadership changes, engagement of full and part-time faculty, staff additions or transitions, state or federal influences, budget reductions, and reaffirmation of accreditation efforts.

#### Question 3: Progress Statement (No more than 2 pages; 1 page preferred)

During the 2013-14 academic year, TBCC has brought cohort data to every committee meeting. As the college community made its first forays into cohort data, all felt that a better understanding was needed to make use of data to direct inquiry and support next steps. One example of the data shared across campus committees is "on time" registration vs. "late" registration statistics. This data look led to additional research and conversation around best practices, national trends for registration, and TBCC's historic and current numbers registering late vs. on time. This analysis led to discussions on why there has been a trend to more late registrations by students at TBCC and what interventions might change this trend. Many times and with increasing frequency as the year progressed members of the college community asked further questions to clarify the data. Changes to be implemented around late registration that were agreed upon incorporate information gained from analysis of research as well as both quantitative and qualitative data.

Tied to cohort data use has been the use of CCSSE/SENSE results showing improvements and declines in student perceptions. The college feels that CCSSE increases on positive measures reflect the efforts made by the faculty and staff to look closer at TBCC as well as other data in order to implement practices that should lead to positive changes. Analysis and discussion of TBCC data on CCSSE and SENSE has also led to heightened awareness of benchmarks of effective educational practice and for effective practice with entering students as well as student perception of how well TBCC is doing and comparison to State and national cohorts.

Faculty and staff engagement has increased through the College's decision to work on student persistence and developmental math structure as major issues. These topics have been part of the work of making student success a campus-wide focus. Decision-making and department goals are set to support the cultural emphasis on engagement and student success. This emphasis is reflected in TBCC's Strategic Framework and efforts to achieve independent regional accreditation in order to better address local needs and TBCC students. The College achieved its independent accreditation in early 2014. Independent accreditation and supporting student success have been supported through changes at all levels of leadership as well as faculty and staff additions or transitions. With the receipt of a Title III Strengthening Institutions grant (awarded in late 2013), TBCC will be able to leverage resources in new ways by bringing additional opportunities for student success through improved systems, expanded use of technology, and improved pedagogy. Despite state or federal projections of minimal growth or flat resources and budget reduction, the College has been able to maintain staffing positions to support a culture of student success throughout the College.

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### 4) Principles Assessment

For each principle listed below, please provide a brief analysis of your institution's aggregate responses regarding the principles inherent to the Achieving the Dream Student-Centered Model of Institutional Improvement.

- You may access complete definitions of each of the Five Principles [here](#).

**Principles Assessment Survey**: Your answers to this question should be informed by the Principles Assessment Survey, which assists institutions in gathering stakeholder feedback.

- Achieving the Dream recommends that your institution solicit feedback via this survey to a representative group of stakeholders (faculty, staff, students, etc.) who have been involved in your reform work.
- All surveys should be submitted by **April 10, 2014**. Achieving the Dream will provide a summary of the results by April 23, 2014 for institutions to use when completing their Annual Reflection Narrative.
- For more information about how to administer the survey, see the **Instructions** section of this document.

Each principle summary should be no longer than 3 paragraphs and may also include a synopsis of your institution's group discussions regarding each principle.

**How many people from your institution submitted an online Principles Assessment?**

34 \_\_\_\_\_



## Question 4: Principles Assessment Analysis

### Principle 1: Committed Leadership (2-3 Paragraphs)

Tillamook Bay Community College (TBCC) completed the Readiness Assessment in April 2012 with input from representative campus administration, faculty, and staff. The Principles Assessment was completed in March/April 2014 as an online survey distributed to a wider spectrum of stakeholders. Staff (35%), adjunct faculty (24%), administration (21%), faculty (18%), and community stakeholders (3%) responded. Of particular note is the participation of adjunct faculty who did not directly participate in the Readiness Assessment.

According to the Principles Assessment results, committed leadership is solidly increasing (with average scores of 3.19 to 3.73) on all survey items. The majority of survey participants scored items as 3 or 4. Item 1.1b on student equity policy had the lowest scores, but mean and median scores were significantly higher compared to TBCC's 2012 Self-Assessment.

TBCC has made engagement and student success campus priorities. Though both written documents and actions the College leadership is moving student success forward. The Strategic Framework used by TBCC is being reviewed and adjusted to move the priority to processes, policies, and standard work practices that support students' successful start, persistence, and completion. Leadership's commitment to initiatives that focus on student data and gaps and action to improve success are encouraged and supported 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. All campus committees also have student success as a focus of their efforts. As of fall of 2013, all campus committees spend a portion of each meeting on reviewing data related to student success and moving forward with solution-focused activities.

### Principle 2: Use of Evidence to Improve Policies, Programs, and Services (2-3 Paragraphs)

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 IR staff capacity as limited to meet data and research demands (14 of 32 respondents chose a score of 2 for item 2.1c). Although TBCC's IR Coordinator is a full-time staff member, data and research are only a part (approximately 60%) of the position's responsibilities. Campus demands for data, research, and reporting have significantly increased in the past two years as TBCC has increased its use of data and external data reporting requirements have increased. 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 is 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) but results averaged only 3.09 and 3.00. 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.

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 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. 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. During this past year, TBCC has moved 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 were disappointing given a variety of activities in the past two years intended to increase cross-campus engagement. While the plurality of respondents scored faculty work on course and programs outcomes (3.1a) as well as assessment from the perspective of current research (3.1b) at 4 (although average scores were only 3.47 and 3.14 respectively); other items related to broad engagement (3.1c-3.2b) had average scores between 2.22 and 2.75 with the majority of respondents scoring items at 3 or below. Active engagement of adjunct faculty in institutional efforts to improve student success (Item 3.1c) and alignment between academic affairs and student services (Item 3.1e) were perceived as areas of least adoption/implementation. These two areas, along with active student participation, also received the lowest marks for Principle 3 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.). Adjunct faculty participation in the Principles Assessment seems to indicate an interest in student success initiatives. Perhaps if TBCC can identify staff resources for facilitating more participation through online surveys, direct participation of these stakeholders could be increased. Perceived lack of alignment and collaboration between academic affairs and student services 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, but leadership is still working to fight in both academic and student services (as well as other College departments) the view that certain student success issues are either a "faculty problem" or "student services problem."

The College community is now moving forward on revising 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. These teams are led and monitored by a five-member Core/Data Team with faculty, staff, and administrative representation. As efforts move forward, the Core/Data Team will continue to move these efforts into cross-functional committees and workgroups where the efforts are sustainable and become part of the way of doing this work.

### 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 from 2.07 to 3.66 with the most implementation in the area of committee work on student success (4.2a-b) and least in faculty and staff development/training (4.3a-c). The majority of respondents rated efforts related to strategic planning and priorities (4.1a-g) as at least Increasing (3) on all items, although average scores within that area were lower for budget allocation (4.1d) and scaling up effective practices (4.1f). 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 2014 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 is committed to student success and persistence. The College is committed to ongoing institutional improvement. The College's Strategic Framework 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 some of the first data regarding faculty, staff, and administrative perceptions of equity at TBCC. Overall, the majority of respondents rated the extent of TBCC's adoption/implementation of equity as Increasing (3) or better. 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). The weakness of integrated multicultural perspectives throughout the curriculum is not surprising given that only a limited number of general education courses are designated to satisfy Cultural Literacy outcomes. However, Cultural Awareness outcomes have been identified for all TBCC graduates and as TBCC progresses on efforts to assess and improve those Institutional Learning Outcomes the integration of multicultural perspectives throughout the curriculum should increase.

TBCC is committed to supporting all students achieve successful outcomes, including credential attainment of either certificates or degrees. During the past year, College Council has spent time each meeting learning from community organizations, county data, books and articles, and simulations about poverty, one of the greatest barriers that our students face. This work is part of the efforts of TBCC to examine 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. 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.

## 5) Student Success Data Trends

Please review and discuss your institution's **disaggregated data trends** for the five Achieving the Dream student success measures (see [Appendix A](#))

- ❖ In an effort to better guide institutions in student cohort tracking, Achieving the Dream has clarified the five Achieving the Dream student success outcome measures. Please be sure to review [Appendix A: Student Success Outcome Measures and Definitions](#) before running your data analysis to acquaint yourself with these new specifications.
- ❖ Achieving the Dream recommends that each institution analyze **at least four years of disaggregated data** for each measure.
  - We realize that some of the newer Achieving the Dream institutions may not have four years of disaggregated data available for each measure. If your institution is not able to analyze at least four years of data for a measure, we ask that you simply indicate this in the summary you give below.

I. For *at least* one measure, your institution will provide a chart or graph, which should be uploaded along with this narrative as a *separate document*. Achieving the Dream has several tools to assist institutions with creating charts and graphs that track student cohorts.

**Please indicate by typing “x” next to the tool your institution will use in generating its chart/graph:**

- \_\_\_ **Achieving the Dream Data Template:** An excel template that institutions can use to enter data and track student cohorts. You can access the ATD Data template on the [Annual Progress Site](#) and see an example of a completed template in [Appendix B](#).

**Note:** Institutions that are applying for Leader College Status or Leader College Recertification **must** use the ATD Data Template\* and complete the accompanying Leader College application.

- Institutions applying for Initial Leader College Status must complete the ATD Data Template for at least ONE ATD measure (one tab)
- Institutions applying for Leader College Recertification must complete the ATD Data Template for at least TWO ATD measures (two different tabs).

**X Achieving the Dream Data Products:** Your institution has access to Achieving the Dream data products. These data products are based on all student data submitted to Achieving the Dream database by your institution. One of these data products is an Excel workbook provides summarized data for ATD student outcome measures by student cohort and by subgroups (gender, ethnicity, Pell recipients). To access these data products, please log on to the data submission site: [www.dreamwebsubmission.org](http://www.dreamwebsubmission.org).

— **Institution-generated chart or graph:** Institutions may submit a self-generated chart or graph.

II. Please provide one response *per outcome measure* that includes the following:

- (a) Description of your institution's progress in comparison with previous year outcomes
- (b) Explanation of your institution's progress in closing achievement gaps among the disaggregated student groups

### Question 5.ii: Data Analysis Summary

#### Measure 1: Completion of remedial or developmental instruction (2-4 Paragraphs)

Results from this ATD Student Success Outcome Measurement indicate mixed results over the past three years of cohort data on the successful completion of post-secondary remedial (developmental) courses. By looking at data starting the 2009 Fall Cohort, completion numbers show that successful completion has steadily and dramatically increased (from 14% to 40%) during the following two data years for students enrolled in developmental math courses. This upward trend is not mirrored in the corresponding timeframe for the completion of developmental English courses. Data shows completion of these courses to be consistent at approximately 60% successful completion. However, although successful math completion increased and English was basically unchanged, completion of developmental English courses was still almost 20% higher than developmental math completion for the Fall 2011 Cohort.

With a baseline in 2009-2010 of 14% of students referred to developmental math completing it within two years, Tillamook Bay Community College identified a clear area in need of improvement. To address this gap, all incoming students were advised through placement advising and New Student Orientation to start taking their math sequence of courses during their first term and to continue until the math sequence needed for their degree was completed. This was in contrast to previous advising practice, which encouraged students to postpone starting their math sequence if they did not feel comfortable with math. In conjunction with advising changes, course sections of the lowest levels of math were increased to improve student access. 2010-2011 shows 22% of developmental math students completing in two years and 40% in 2011-2012. This progress has been supported by continual instructional, scheduling, and advising support to emphasize the importance of math sequence completion.

In 2009-2010, 62% of students referred to developmental English (reading and writing courses) completed within two years. The next year's data shows that 53% completed in the two-year timeframe. By 2011-2012, completion rates returned to 59%. At this time TBCC does not have a clear understanding about why there has not been an increase in the number of students completing developmental English, while math completion has improved. Perhaps the perception that successful completion of developmental English was not a major concern compared to developmental math and parallel limited attention to improving English completion were contributing factors.

Additional research is needed in this area. Faculty and staff at TBCC have already begun to look at completion of specific courses and preliminary findings for math indicate that the lower the placement level, the lower the



percent of students who successfully complete. Additional research in the English area might look at differences in level and differences between developmental reading and developmental writing completion. In addition, TBCC needs to investigate why successful completion by male students is lower for both cohort years. This is a gap that was only recently identified as consistent from cohort to cohort.

**Measure 2: Completion of college-level gateway courses (2-4 Paragraphs)**

Tillamook Bay Community College results from the ATD Student Success Outcome Measurement around students who enroll in and successfully complete the gatekeeper college-level courses in math (MTH 111 College Algebra) and English (WR 121 English Composition) within three years is limited at this time. Only two cohort years (2009-2010 and 2010-2011) have completed three years of enrollment and math data is not available for the Fall 2009 Cohort. While the data is limited, it suggests that students reaching the gatekeeper courses complete at a high rate compared to completion of developmental courses. Gatekeeper math completion was 67% and English course completion was 87% in 2010-2011. Additional research is needed in this area to determine, among other things, if 2010-2011 cohort data is representative of longitudinal results.

Achievement gaps among disaggregated student groups have only become a topic of discussion this year (with the advent of cohort data that illustrates patterns over multiple years). In completion of college-level gateway courses, disaggregated data shows fairly consistent gaps between female and male achievement. In the two cohorts for which Measure 2 data is available, males only out-performed females in 2010-2011 in percent of students who attempted and completed gatekeeper math. In addition, data reveals that Pell recipients out-performed Non-Pell students in both subjects in both years. One possible factor may be that male students and Non-Pell students are less often full-time students. However, research is needed to confirm this anecdotal observation. In both cohorts, whites had lower achievement than other ethnicities. Additional research is needed on all of these gaps to determine reasons for gaps and potential solutions to make progress in closing the gaps.

**Measure 3: Course completion with a grade of “C” or better (2-4 Paragraphs)**

Results from the ATD Student Success Outcome Measure showing course completion with a grade of “C” or better show a decrease from 48% in 2009-2010 to 32% in 2010-2011. Both the number in the cohort and percentage of completion decreased. However, the numbers referred to both developmental math and developmental English increased. As completion of developmental courses is generally lower than completion of 100-level and 200-level courses, this could be a contributing factor in the overall decline. Additional research into why this may have occurred is needed. Possible areas to research could include, changes in enrollment patterns, changes in course offerings, program or course changes, institution of Institutional Learning Outcomes, or other factors resulting in students not completing with a “C” or better.

In course completions with a grade of “C” or better, disaggregated data for 2009-10 and 2010-11 is not consistent with patterns on other measures. In 2010-11, male students were more successful than female students and in both years Non-Pell students were more successful than Pell students and whites had higher achievement than other ethnicities. In the case of individual course completion, part-time vs. full-time enrollment of males and Non-Pell students vs. females and Pell students may be a factor. However, research into gender of part-time vs. fulltime and Pell vs. Non-Pell students is needed to confirm this speculation. Additional research and additional years’ data is needed on this Measure to determine gap patterns and potential solutions to make progress in closing the gaps.

**Measure 4: Term-to-term and year-to-year retention (2-4 Paragraphs)**

Tillamook Bay Community College’s data over four cohort years, 2009-2012, show that more students persisted both term-to-term (fall-to-winter) and year-to-year (fall-to-fall), while numbers in cohorts also rose over the data years (from 79 in 2009 to 108 in 2012). In the baseline year of 2009-2010, 51% of students persisted to the next term and 37% persisted to the next fall. By 2012-2013 69% of students were persisting to the next term and 2011-2012 data shows that 53% persisted to the next fall term. These increases may reflect the positive effect of new student and first term practices that TBCC has implemented over these past four academic years. These practices include improved admissions processes with an emphasis on availability through online access, a mandatory New Student Orientation which is focused on student success strategies, increased advising services available to students at all parts of intake and first year, mandatory College Survival and Success course (CG 100) for all new credential-seeking students, increased course offerings in typical entry courses in both math and English, and a college-wide focus on student engagement and student success. It is understood that these numbers need to continue to increase and TBCC is committed to additional enhancements to support student persistence and completion.

Both term-to-term and fall-to-fall persistence rose significantly from 2010-2011 to 2011-2012 cohorts, this may reflect both the implementation of the processes and practices identified above and enhanced campus focus on

first-year success that accompanied participation in Foundations of Excellence in the First-Year Experience in 2011-2012. However, a causal relationship to the change in campus culture is difficult to quantify.

Disaggregated data on persistence from term-to-term and year-to-year shows continuity with Measurements 1, 2, and 5 on greater achievement by females and Pell students. In only one of four years, in only term-to-term persistence was male achievement higher than female achievement. In all four years, Pell students had higher persistence than Non-Pell students. Achievement by ethnicity groups was too inconsistent from cohort-to-cohort to identify a gap. As with other ATD Measures, TBCC needs more time to study the disaggregated data, identify consistent gap patterns, and conduct additional research on causes and potential solutions to address gaps among disaggregated student groups.

#### Measure 5: Completion of certificates or degrees (2-4 Paragraphs)

TBCC's 2009 cohort data indicates that only 1% of the cohort graduated within four years. The 2010 cohort had 5% graduated within three years. After having reviewed this data last year, the institution has discussed and started researching these numbers. At this time, there is no indication around why so few members of the cohort have completed degrees. This is particularly puzzling given TBCC's IPEDs cohort data on graduation has been consistently higher (44% for the Fall 2009 IPEDs cohort). Some factors that have been discussed in response to the ATD data were the number of students who transfer before completing a credential, college policies that did not support the automatic awarding of a credential once it was earned without waiting for a student to request the degree, and the lack of persistence of students. More research is needed to look at cohort definitions and the implications (e.g., the IPEDs cohorts include only full-time students). While Measure 5 numbers are disappointing, they have stimulated a hard look at certain aspects of the institution and the impact on student completion. A persistence and completion conversation has started across campus. This will lead to changes and improvements that will enhance what TBCC does to support student success.

Data on achievement gaps among the disaggregated student groups on ATD Student Success Outcome Measurement 5, attaining a credential within three years, is very limited. Only two cohorts have reached the three-year mark, and only the first (2009-10) has reached four years. In addition, there only being four completions in those two cohorts is another limitation. The one student who completed from the 2009-10 cohort was of "Other" ethnicity, female, and a Pell student; two of three completers from the 2010-11 cohort were female; and all three completers in the 2010-11 cohort were Pell students. However, contrary to patterns on other Measurements, all completers from 2010-11 were of White ethnicity. This Measure, more so than Measures 1-4, needs data from additional cohorts to confirm consistent gaps and then will need additional research to identify potential causes and plan solutions to address gaps.

- III. After reviewing your analysis of each of the five measures, outline your institution's plans for sustaining and building increases and addressing decreases and achievement gaps.

**Question 5.iii: Continuous improvement plans for building increases and addressing decreases (No more than 1 Page)**

**Math Redesign** - Completion of remedial/developmental (below college transfer level) math is a major barrier to student success/retention/completion at TBCC. This gap is shown directly in ATD Measure 1 data and perhaps indirectly reflected in Measure 2 results. A cross-functional team has been meeting during the past year to determine how to move forward with 2014-2015 interventions. A field test of curricular components for three developmental courses (MTH 20 Basic Math, MTH 60 Introductory Algebra-Term 1, and MTH 65 Introductory Algebra-Term 2) is scheduled for Summer Term 2014. Also anticipated in the next few months are recommendations from a statewide Developmental Education Redesign Workgroup and potential funding for implementation of those recommendations. Discussion in fall 2014 will focus on student and faculty reactions to redesign elements and final plans for implementing developmental math redesign at TBCC. Full implementation of redesign components will occur by Fall Term 2015. As a result of redesign, TBCC expects to see students accelerate through developmental math courses and complete math requirements at a higher rate. These improvements should increase success as reflected in ATD Measure 1 as well as on the other Measures.

**Course to Program** - The goal of the Course to Program team's efforts is to promote persistence to completion at all levels of student effort. The school needs to provide a clear roadmap to guide students to their end goals without wasting time and effort with courses that do not count toward completion of a credential. The College is working toward having two year paths to degree completion that students know will lead to completion. These efforts will address Measure 5 (completion) deficiencies most directly, but also address Measures 3 and 4.

**College-Wide Use of Student Career Education Plan with Students** - At TBCC, the creation of a Career Education Plan (CEP) is an assignment within CG 100 College Survival and Success (3 credits); a course required for all credential-seeking students. Currently, only 32% of CG 100 students have a CEP stored in Moodle. This intervention involves conducting a student survey to learn what aspects of the current CEP are working and what can be improved; developing an improved electronic CEP form; and embedding the CEP in each learner's student record. The goals are to increase CEPs on record by 10% (to over 42%), to document evidence that over 60% of CG 100 students are following their CEP, and to have 90% of CG 100 students return Winter Term. TBCC's fall-to-winter persistence rate for all students has ranged from 51% to 80% in Measure 4.

**Enhanced Advising to Support Student Persistence** – At TBCC, current practice is that students have access to advising support, but it is not required. The exception is a mandatory check in before a student registers for his/her third term instituted in 2012. Research confirms that all students can benefit from regular, mandatory advising. This intervention supports the creation of advising pathways for students with commonalities (e.g., first-term vs. returning, certificate vs. degree, new vs. transfer, and full-time vs. part-time) and processes to connect students and advisors in meaningful ways from the student's start. This will be done through the adoption of an early alert process, expanding the roles of faculty and staff advisors, and the development of materials to support advisor training and on-going support. The goal is to increase the number of students reporting having advising support on CCSSE to 100% (from a baseline of 66% in 2011, CCSSE, 2011).

## 6) Goals and plans for 2014-2015:

Based on analysis of your progress over the past year, including your student success data and stakeholder input, please identify at least three goals for your institution's student success work, 2-3 planned action steps to advance these goals in the 2014-15 academic year.

### **Goal 1: Improve successful completion ("C" or higher) in developmental math courses.**

The Developmental Math Redesign intervention will integrate promising practices in instruction in developmental math (such as contextualized learning, modularized curriculum, and integration of a variety of instructional strategies). TBCC will explore creating a new model that shortens the developmental math pipeline while supporting learners and faculty. Key actions leading to change will be increasing student comfort and confidence, redesigning the initial assessment process, addressing the pace of instruction, connecting developmental math to other subjects (especially gateway math and core courses), and redesigning the format and delivery system for developmental math.

Timeline for Implementation: Original timeline was for identification of intervention and professional development for faculty (2011-2013), pilot and refinement (2013-2014), and implementation (2014-2015). Measurable Objectives: (1) increase the percentage of those who successfully complete the developmental math courses they take by 10%, (2) increase those who successfully complete developmental math instruction and advance to college (transfer) level courses by 10%, and (3) increase the persistence from one term to the next of the target population (developmental math students) by 5%.

Resources Needed: Resources for professional development for faculty and resources for additional changes as part of developmental math redesign (e.g., curriculum development, staff training, supplemental instruction, placement changes).

### **Goal 2: Achieve a 10% increase (from 32% to over 42%) in the number of stored Career Education Plans from 2014-2015 CG 100 students.**

Research from *A Matter of Degrees* attests that students who have a Career Education Plan (CEP) are more successful in completing their degrees. Traditionally, colleges have Guidance and Career Counseling departments to serve students in developing a CEP; emerging college examples include the CEP within a college success course. At TBCC, the creation of a CEP is an assignment within CG 100 (a course required for all credential-seeking students). Currently, only 32% of CG 100 students have a CEP on record.

This intervention involves conducting a student survey to learn what aspects of the current CEP are working and what can be improved; developing an improved electronic CEP form; and embedding the CEP in a student's school record. The goals are to increase CEPs on record by 10% (to over 42%), to document evidence that over 60% of CG 100 students are following their CEP, and to have 90% of CG 100 students persist from Fall Term to Winter Term.

Resources Needed: staff resources; software to facilitate new, online CEP format; training for faculty/staff advisors on CEPs.

### **Goal 3: Course to Program – All degree programs have a 2 year schedule published**

Creating a two year catalog involves work with the CAO as leader of a committee to examine and work courses into a two year schedule plan. The initial plan will have to be examined and perhaps reworked until it is proven to work. The assumption is that once the two-year plan is in place, over the course of a couple of years, the bumps in the road will be worked out and students will understand these are the courses that will be offered. This will help students plan accordingly.

Timeline for Implementation: The first programs in a planned two-year schedule will be listed in the Fall Term 2014 Schedule of Classes and in the 2014-2015 Catalog.

Resources Needed: Use of staff capacity is needed to move this project forward.

### **Goal 4: Enhanced Advising – Increase student success through creating intentional advising opportunities with an early warning system/process**

Research shows that all students benefit from advising and effective advising contributes to increased persistence and completion. The creation of college-wide support in the form of enhanced advising practices focused on classroom engagement and program completion should increase the number of TBCC students who persist to their goals. As the whole campus community participates in "enhanced advising" to support students through



conversation, understanding of college processes, and making good referrals, more students will complete the outcomes that they came to TBCC to accomplish. Making referrals to resources both within and without the institution, as needed, sends a message to students that they are important in a system where too often a student is "just a number." The Enhanced Advising initiative will include gathering data to understand who is leaving before completion, the creation of advising profiles and early alert processes, specific and general advising training depending on the faculty/staff/administration role, and systematic assessment of the effectiveness of the advising process.

Timeline for Implementation: research on who is leaving and why (Fall Term 2014), development of advising pathways and early alert processes (Winter Term 2015), training for implementation of pathways and early alert (Winter/Spring 2015), establishment of systematic changes and assessment of advising (Spring 2015 and beyond).

Resources Needed: staff resources to complete (research) student profiles, staff resources to develop advising pathways, funding to support early alert implementation, resources for faculty/staff advisor training, staff resources for review and assessment research.

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## 7) Sharing

If you would like to share additional information about your institution's progress and reflection process, please use the space below.

### Question 6

The most current data from faculty, staff and administration shows an increase of the use of data at Tillamook Bay Community College. The culture is changing from implementation to the use of data being the normal operating process. While this change is slow and sometimes bumpy, there is a persistent movement to request more data and rely less on antidotal information.

# Appendix A:

## Achieving the Dream Student Success Measures & Definitions

### GENERAL STUDENT SUCCESS DATA SPECIFICATIONS

Achieving the Dream recommends:

- ❖ That each institution analyze **at least four years of disaggregated data** for each measure.
  - We realize that some of the newer Achieving the Dream institutions may not have four years of disaggregated data available for each measure. If your institution is not able to analyze at least four years of data for a measure, we ask that you simply indicate this in the summary you give below.
- ❖ That **data be disaggregated on at least three levels:**
  - Ethnicity/race, gender, and income status (Pell or non-Pell recipients).

For an example of how to disaggregate data within a cohort please see **Appendix B: ATD Data Template Example**.

### ANALYZING YOUR DATA

Achieving the Dream has developed the following tools to assist institutions with tracking student success data and presenting results:

- ❖ Achieving the Dream Data Template
- ❖ Achieving the Dream Data Products

Institutions applying for initial Leader College status or Leader College Recertification must submit a **completed ATD Data Template** along with the appropriate Leader College Application and Annual Reflection narratives. You can learn more about the Leader College application and recertification processes [here](#).

### DEFINING COHORTS

Achieving the Dream has identified three ways for institutions to define their cohorts when analyzing data for the Annual Reflection. It is expected that you would also disaggregate data on at least three levels: ethnicity/race, gender, and income status.

- ❖ The **ATD Cohort** includes all students who are first-time degree or certificate-seeking students new to your institution during the fall term, including students who were previously enrolled as dual-enrollment high school students.
- ❖ **First Time in College (FTIC)** refers to any students who are in college for the first time (any college)
- ❖ **First-Time to Institution** refers to any students who are new to attending your institution

## STUDENT SUCCESS MEASURES

In an effort to better guide institutions in student cohort tracking, Achieving the Dream has clarified the five Achieving the Dream student outcome measures. Below you will find the specifications for each.

### **Measure 1:**

#### **Successfully complete remedial or developmental instruction**

**Definition:** Number and Percentage of Students Successfully Completing Developmental Course Requirements within 2 years

- ❖ Successful completion is defined as earning a “C” or better.

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort referred to Developmental Math, English, and/or Reading
- ❖ All FTIC students referred to Developmental Math, English, and/or Reading
- ❖ All First Time to Institution students referred to Developmental Math, English, and/or Reading

### **Measure 2:**

#### **Enroll in and successfully complete the initial college-level or gateway courses**

**Definition:** Number and Percentage of Students Successfully Completing Gateway Courses within 3 Years

- ❖ Successful completion is defined as earning a “C” or better in gateway English and/or Math.

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts and report gateway completion in either English and/or Math:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students

### **Measure 3:**

#### **Complete the courses they take with a grade of "C" or better**

**Definition:** Number and Percentage of Students Successfully Completing Courses with a “C” or Better

The measure is calculated as a ratio of all credit hours successfully completed to all credit hours attempted.

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students

- ❖ All First Time to Institution students
- ❖ All students in your institution

### **Measure 4:** **Persistence**

**Definition:** Number and Percentage of Students Persisting from Term-to-Term or Year-to-Year

Institution may define persistence in one of two ways:

- (1) Term-to-term: first enrollment term to next major term (e.g. Fall to Spring)
- (2) Year-to-Year (e.g. Fall to Fall)

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students
- ❖ All students except those graduating or transferring

### **Measure 5:** **Attain a certificate or degree**

**Definition:** Number and Percentage of Students Attaining a Degree or Credential within 4 Years

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students

# Appendix B:

## Achieving the Dream Data Template Example

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	<b>Institution Name:</b>	Springfield Community College												
2	<b>Persist from Term-to-Term or Year-Year</b>													
3														
4	<b>Define the Persistence (Fall to Fall/Fall to Spring, etc.)</b>	<b>Fall to Spring</b>												
5	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													
6	<b>All students in the ATD cohort</b>													
7	<b>2013-2014</b>	<b>2010-2011</b>			<b>2011-2012</b>			<b>2012-2013</b>			<b>2013-2014</b>			
8														
9		N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	
10	All	3,691	2,758	74.72%	3,754	3,002	79.97%	3,592	2,869	79.87%	3,417	2,621	76.70%	
11														
12	Hispanic	489	371	75.87%	508	405	79.72%	573	465	81.15%	645	493	76.43%	
13	African American	366	257	70.22%	393	291	74.05%	412	314	76.21%	392	300	76.53%	
14	White	2,524	1,901	75.32%	2,585	2,090	80.85%	2,366	1,898	80.22%	2,144	1,633	76.17%	
15	Male	1,646	1,222	74.24%	1,667	1,298	77.86%	1,616	1,258	77.85%	1,492	1,136	76.14%	
16	Female	2,045	1,536	75.11%	2,087	1,704	81.65%	1,976	1,611	81.53%	1,925	1,485	77.14%	
17	Pell	938	777	82.84%	1,320	1,120	84.85%	1,445	1,229	85.05%	1,586	1,287	81.15%	
18	Non-Pell	2,753	1,981	71.96%	2,434	1,882	77.32%	2,147	1,640	76.39%	1,831	1,334	72.86%	
19	Subgroup 1: ENTER NAME (Optional)			NA			NA			NA			NA	
20	Subgroup 2: ENTER NAME (Optional)			NA			NA			NA			NA	
21	Subgroup 3: ENTER NAME (Optional)			NA			NA			NA			NA	
22	Subgroup 4: ENTER NAME (Optional)			NA			NA			NA			NA	
23	** 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.													
24	A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.													
25	Cell B10 Represents 36% of total enrollment.													
26	Cell E10 Represents 34.3% of total enrollment.													
27	Cell H10 Represents 32.5% of total enrollment.													
28	Cell K10 Represents 30.2% of total enrollment.													
29														