



Achieving the Dream™

2017 Annual Reflection Worksheet

Contributors

Please identify the stakeholders who contributed to the 2017 annual reflection with their name and title.

- Ross Tomlin, President
- Ann Hovey, Chief Academic Officer
- Rhoda Hanson, Director of Student Services
- Tom Atchison, Business Faculty
- Heidi Luquette, Director of Development and College Advancement
- Karen Grosulak, Executive Support Specialist

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.

Our vision for Tillamook Bay Community College is that entering students will experience success and fulfill their educational goals. Under this vision they will find an environment in which they will feel welcome, supported, and able to thrive, because of the support services tailored directly toward their needs.

The goals for our vision include:

1. Students enter TBCC having earned college credit in high school through dual credit or expanded options offered through our partnership with local high schools.
2. TBCC is working on increasing efforts to draw in more non-traditional students with the development of a Career to Career scholarship program to help those students that have been out of school for a while by covering their tuition for two years.
3. TBCC places students appropriately using multiple measures to assess course readiness.
4. Students study, learn and engage with other students, faculty and staff in our community from orientation through graduation.
5. TBCC fosters engagement by the implementation of our college wide enhanced advising model.
6. Equitable treatment of all students is the TBCC norm.
7. TBCC uses data to guide our strategies as we assist students to completion.
8. Students experience a short pathway from pre-collegiate to college level gateway courses completing them within their first 36 credits.
9. Students make consistent and timely progression toward completion by annually reviewing and updating their Career Education Plan.
10. Upon completion at TBCC, a student is prepared to enter the workforce or continue onward with their educational goals.



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- b) Briefly describe your systemic change priorities that help your institution achieve its student success vision. We recommend identifying 2-3 priorities. Each priority is likely comprised of multiple student success efforts that work together to achieve systemic change.

The Tillamook Bay Community College (TBCC) Strategic Plan contains goals related to student success. Goal II: TBCC supports students needing pre-collegiate learning and reduces barriers to their achievement of educational goals. Goal IV: TBCC exhibits increased student retention and continuous growth in student completion of certificates, degrees and personal educational goals are reflective of our commitment.

In FY 2017 we made progress toward these goals:

Goal II: Pre-collegiate learning

1. TBCC is able to more accurately place students in the correct courses by using a combination of multiple measures with assessment testing, leading to greater student success.
2. We purchased and implemented an early alert software program which connects with our LMS. This allows faculty to communicate students' needs for improvement as well as successes, which helps student services quickly and efficiently to provide students the help they need in real time.
3. In FY 2017, we saw the compression of remedial math courses, and combined our remedial reading and writing courses, reducing the number of credits required to hit gateway courses in math by 4, and reading/writing by 8, saving students time and money.
4. FY 2018 will see the start of our co-requisite model for pre-collegiate writing, removing an additional 3 credits in the sequence and adding a tutoring component.

Goal IV: Retention and completion:

1. In 2017, TBCC increased the number of scholarships available through our Foundation, and student applications increased by over 50% through promotion and incorporating scholarship application as an assignment in our gateway writing course. This helped to reduce cost as a barrier to completion.
2. An important part of helping students succeed is making sure they stay on their program path. If they deviate from that path, interventions made sooner rather than later will help to minimize time needed to complete a credential. To that end, we are instituting a degree verification "pop up" for students to confirm their major prior to registration.
3. TBCC participated in the College Pilot program of ASPIRE, linking students with volunteer mentors from the community. This provided networking and job shadowing/internships opportunities, as well as moral support from experts in the fields they are pursuing.
4. TBCC created a "trio-like" cohort program for at risk students that included monthly success meetings with an advisor, scholarship assistance, access to emergency funding and cohort activities, helping our underserved students succeed.
5. TBCC created a series of workshops and activities to keep students informed and connected. Workshops focused on personal skills, such as financial literacy, while activities ranged from quarterly registration drives to stress relieving events such as Floats for Finals Week. Field Trip Fridays were integrated, with visits to various colleges our students were interested in transferring to in the future.



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Leadership & Vision

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

Looking back at the 2016 Goals in this section, three categories were listed:

1. Enrollment- TBCC did see enrollment growth this past year due to several initiatives that focused on enhancing student success. In addition to making changes to student advising, a new retention tool, Dropout Detective, was implemented as a pilot in spring 2017. Full implementation is planned in 2017-18, and comes with great promise to increase retention, ultimately improving enrollment.
2. Full staffing- TBCC is making great progress in this area. A new President was named on May 1, after spending six months in a Vice President role to become acquainted with the culture and issues at the college, as well as becoming familiar with the community leaders and organization.
3. Title III Leadership – A new Title III Director is starting as the academic year ends, and the college is preparing to hire an Institutional Planning and Research Analyst to work with the data that is being generated and requires further analysis. These new positions will change the Leadership Team over the coming year and will introduce different perspectives on how to best move forward with an already strong foundation of excellence.
4. Guided Pathways- Much work has been done to redesign curriculum of CTE programs.

The college implemented the ICAT survey in winter 2017 and did a full analysis with a World Café, led by the ATD coaches in April as part of the college Spring In-service. This provided a rich set of data for the college to use in planning goals for next year, and to give the new President a firm grasp of how the staff feel about key issues and areas. The results identified some key strengths:

1. Passionate leaders that care.
2. A clear vision statement and that we are meeting the mission.
3. A focus on student success.
4. A great department leadership.

Challenges

The ICAT survey helped to identify some areas that TBCC needs to improve:

1. More communication (and less “filtered” communication), is needed.
2. More knowledge of how board and leadership team uses data is needed.
3. A lack of acknowledgement and recognition.
4. A need for more transparency.

The Leadership Team will work with College Council to define ways to best utilize the ICAT survey data to develop goals and planning for 2017-18. The challenges will be addressed in all seven capacity areas over the coming year to make progress before the college takes the ICAT again to measure progress.

We still need to work on enrollment and retention. Several excellent strategies were put into place this year, and results will be closely measured and monitored in the coming year. We will work to develop new strategies, but carefully prioritize them to reduce the new initiatives to a workable amount for the staff. We will develop a process whereby all staff are part of the process of finalizing the prioritized list of projects, as well as the strategic planning objectives and measures to encourage more understanding and buy-in of the planning and implementation processes.

Goals for 2017-2018 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?

1. Complete the building of the Leadership Team with the new positions and work to strengthen the team with team building exercises.
2. Involve all staff in more of the decision-making in the college planning processes and initiatives being undertaken.

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

Continue to provide coaching, which has been very helpful. The ICAT survey was a great resource for the college this year as a new president was chosen. One thing that would be very useful in subsequent years would be to have ICAT data available between colleges to compare results from similar colleges and nationally.

Promising Practice

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

- Yes No

Data & Technology

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

With Oregon's move to a performance-based funding system and adoption of the Voluntary Framework of Accountability for the next biennium, the college has devoted significant time throughout the year to designing and implementing required changes to our internal data system. TBCC has also undertaken a significant effort to identify and correct anomalies in our longitudinal data records. This effort will increase accuracy of data reporting for the college and enable the college and its researcher to have greater confidence in system output.

Longitudinal data studies focused on the disaggregation of developmental course student success rates by gender and ethnicity. Data indicated that at TBCC, white males have the lowest performance rates of all disaggregated populations in math, reading and writing, and that Hispanic females and males have higher success rates by at least ten points. The college hopes to further inform discussions on equity with the use of student focus groups to identify ways in which the college can better support this population.

To increase access to data and enable a greater number of personnel to pull data and customized reports from the system, TBCC contracted with Jenzabar to provide four days of remote training in Infomaker to representatives from the Business Office, Student Services, the Foundation, and Academic Services. Completion of the training module and the final lab qualifies participants to be Help Desk certified with Jenzabar, with access to individualized assistance and support within the data system.

TBCC continues to benefit from funding through the federal Title III grant to upgrade existing technology, introduce new technology, and increase efficiencies in operations. This year the college redesigned the college website, reducing its complexity and improving ease of navigation for users. A Faculty Resource Center was completed to improve adjunct and new hire onboarding processes and expand access to information on best practices and instructional innovation. TBCC moved to an online bookstore and continued to support the growth of Open Educational Resources for instructional materials, which generate significant cost savings to students and help students' financial aid dollars stretch further. An online student orientation was developed to provide remote access for online students to orientation materials and advising, and student tutorial modules in Moodle, the college's course management system, were posted on the portal to provide remote access to training in the use of the CMS.

The Chief Academic Officer and Director of IT solicited individual input from faculty members to identify changes in room configurations and technology upgrades, based on teaching style and discipline content that would promote student success in their individual classrooms. These changes and upgrades are scheduled to be introduced over the summer to be ready for fall instruction.

Challenges

After a series of failed searches for the institutional researcher position, the college made the decision to contract with a variety of individuals to coordinate different areas of institutional research and data reporting. While this ensured completion of required federal and state reports, it did not appreciably increase institutional capacity. A minimal internal capacity was retained by continuing to use the Chief Academic Officer for federal reporting, administration and analysis of surveys, and development of data for accreditation reports and internal reports. However the college continues to be challenged by the lack of a full-time data analyst and institutional researcher. This inhibits the college's ability to properly support decision-making and strategic planning.

Goals for 2017-2018 Academic Year

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?

The college is currently advertising for a full-time IR person, with a number of applicants currently in the pool. Filling this position is viewed as a high priority for the college. Conversion of the previously advertised half-time positions into a full-time position appears to be contributing to a healthier applicant pool, and increasing the potential of success in filling the position.

In summer 2017 representatives from each department in the college will attend several days of Izenda training, in advance of implementation of the Izenda module in Jenzabar. The Izenda module will give the college a "dashboard" data reporting tool and enable the college to increase college-wide access to data reporting and customized reports.

Promising Practice

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

Yes No



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Equity

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

Tillamook County has an exceptionally high rate of poverty, domestic violence, and alcoholism. Consequently, TBCC staff and faculty attended a professional development seminar on Adverse Childhood Experiences (ACES), in order to determine how we can better serve students who are experiencing these challenges. In addition to the ACES training, TBCC hosted a regional professional development workshop presented by Dr. Paul Stoltz, a nationally recognized expert in growth mindset, grit and resiliency. TBCC invited local high school administrators and teachers to attend the session. TBCC will continue to work with the local high schools in order to build strong transitional supports for these students as they exit high school and begin to look at their future options.

The college arranged with Tillamook Family Counseling Center (TFCC) in addition to our previous arrangement with Tillamook Family Health Centers (TFHC). TFCC provides the college with a counselor who offers their services on campus one afternoon a week. This partnership allows the college to provide access to regular health clinics and mental health services for at-risk and/or low-income students.

Several faculty and staff attended the ATD: Oregon Community College ATD Summer Summit. The attendees shared what they learned with College Council, and as a result, College Council has made equity a major focus area and continues with professional development in this area, utilizing regularly scheduled presentations. College Council has committed to integrating equity best practices into our college-wide culture.

During winter term TBCC administered the ATD - Institutional Capacity Assessment Tool (ICAT). The results of the ICAT showed that the college received a score of 2 in the Equity category. As a result of this score, the college will continue to review their practices and policies in this vital area. During a college-wide in-service, a world-café discussion was facilitated by ATD coaches, with the focus of gathering input from all staff and faculty on current challenges and solutions regarding equity. As a result of this discussion, several goals were established for the coming year(s), to continue to improve and define what equity means for TBCC.

Challenges

One challenge that arose out of the world-café discussion is that there is no standard definition of equity. Though national statistics demonstrate that students of color experience educational disparities, data at TBCC compiled over the last several years shows that it is our young, white males who are underperforming. This presents its own unique set of challenges, as most equity initiatives and professional development opportunities are generated for students of color.

The ICAT results also presented another challenge with regards to equity. According to the ICAT results, there were an unusually high rate of “I don’t know” answers in the equity section. This may be due to the high number of part-time adjunct faculty employed by TBCC who are not on-campus full-time and are not necessarily aware of all equity professional development sessions, conversations, and on-going attempts to integrate principles of equity into our culture.



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Goals for 2017-2018 Academic Year

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?

1. TBCC will develop a consensus for what equity means for our college. Defining what equity means for TBCC will allow us to move forward in engaging all faculty and staff in future equity endeavors and initiatives.
2. A Professional Development calendar will be developed over the summer. Professional Development sessions for fall in-service will highlight equity as a focus area as we continue to integrate equity college-wide.
3. Focus groups will be conducted with identified, at-risk students to identify specific service needs for that population.
4. Increased college-wide awareness of equity issues and characteristics of our specific at-risk student population will work to decrease the number of "I don't know" answers on our next ICAT survey.

Promising Practice

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

Yes No

Teaching & Learning

Is this area part of your strategic plan? Yes No

Did your college pursue any new or scaled strategies in this area during the past academic year? Yes
 No

Progress

1. Online / Hybrid Courses - This year, TBCC faculty developed 40 online or hybrid courses allowing students access to more classes that better accommodate their work and life schedules. TBCC now has 61 online and 36 hybrid class available to offer.
2. OER - This year, the number of classes using Open Education Resource (OER) textbooks doubled (from 66 to 131), effecting 900 students (duplicated), and resulted in an annual student saving of over \$158,000. Each term, the TBCC schedule specially labels classes that are using OER textbooks so that students are aware, and they can be more prepared for classes.
3. Guaranteed Degree Maps - Over the summer, TBCC developed and implemented a system to guarantee classes offered each term and school year. Students can plan their class schedule without a concern for cancellations. By expanding and publishing two-year degree maps, TBCC will improve communication and advising with students.
4. Wrap-Around Math Tutoring - TBCC hired an adjunct math instructor to provide tutoring for the developmental math class. The instructor was available 90 minutes before and during each class, and 90 minutes after each class. The developmental education math instructor and tutor collaborated to develop instructional and tutoring lessons.
5. Reading & Writing Co-Requisite Model - Writing, reading, and English instructors shortened the pathway for entry into the gateway course (WR 121) by combining RDWR 090 and RDWR 115. They reviewed, assessed, and merged learning objectives so that students could more successfully complete RDWR 115 without needing the traditional prerequisites.



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Challenges

1. Tutors - TBCC continues to support students with library, learning center, and tutoring services, however, finding and training students or other tutors who are available and qualified has been a challenge. Library staff hosted several events and surveys throughout the year to recruit and encourage greater participation in tutoring services.
2. Placement System - With the elimination of Compass, TBCC worked with the local high schools and followed the statewide educational system suggestion to establish effective measures for assessing math, reading, and writing placement into college classes. The recommendation was to use traditional, multiple measures and to apply the state's Smarter Balanced summative assessment. Despite hours of meetings, cross-walking scores, and benchmarking, the state eliminated Smarter Balanced. TBCC needs to discover and/or develop an accurate placement system and process so that students can successfully complete college-level math, reading, and writing.
3. Moodle (Online LMS) - TBCC uses Moodle as a learning management system for online, hybrid, and some traditional, on-ground classes, however, not all faculty use Moodle. The gradebook in Moodle allows students to keep up-to-date with their grades; for faculty and staff, it provides insight for enhanced advising communication. Early alert software was piloted with 10 faculty to support enhanced advising. For faculty and career education advisors, the dashboard displays data analytics, which detects students that are at risk of dropping out, or failing courses as well as identifying instructional best practices to maximize student performance. Without every class involved, however and every instructor not fully trained with the LMS gradebook, the processes and best practices for reporting have been challenging.



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Goals for 2017-2018 Academic Year

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?

1. RDWR Wrap-Around Tutoring - TBCC plans to design and configure space for a writing studio that will be coordinated through the learning center. It will include 20 different self-contained student modules, with additional resources for all faculty to reference. The modules will support students to complete refresher work within WR 090 and WR 115, so that they will be successful within WR 121.
2. WR/RD Placement Assessment - Writing and English full-time and adjunct faculty plan to develop an effective and quality placement assessment.
3. Math Jam/Boot Camp - Math instructors plan to develop pre-college level, compressed modules that are sequenced. The "boot camp" will refresh students with fundamental math concepts, and will be encouraged to complete these modules before attempting the placement test. Hopefully, students will more successfully place into an appropriate math level.
4. Continuous Improvement of Enhanced Advising - Through planned professional development training, all faculty will be introduced to the early alert software as TBCC pilot-instructors continue to improve the processes, activities, and best practices for successful student retention.
5. New CTE Programs - TBCC faculty will continue to explore more associate degree options for career technical programs. One field for exploration is the development of an AAS in Forestry.
6. Complete Assessment Process - TBCC faculty plan to complete an exhaustive review and restructuring of all learning outcomes, including course, program, and institutional outcomes. The next step includes mapping all course-to-program and course-to-institutional outcomes. Finally, TBCC will close the loop by reviewing and identifying assessments for outcomes.

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

TBCC is interested in resources developed by other small colleges related to writing placement and/or math "boot camp" tools.

Promising Practice

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

Yes No



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Engagement & Communication

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

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

Progress

Progress

Title III has provided funds this year to allow faculty and staff to obtain valuable professional development in an array of areas related to student success. Some of the training opportunities include:

Pro. Dev. Event	#Faculty	Other Staff (approx.)	Total Employees
Curriculum Assessment (Part A): Student, Program, Institutional Learning Outcomes Assessment (Summer)	5	7	12
Lean Meeting/Workshop Student Success Summer)	4	7	11
Curriculum Assessment Part B: Student, Program, Institutional Learning Outcomes Assessment (Summer)	3	0	3
CASAS Workshop	4	0	4
College In-Service Day 1, Fall 2016	15	20	35
QM Training: APPQMR	3	0	3
QM Training: DYOC	2	0	2
College In-Service Day 2, Fall, 2016	12	18	30
Active Shooter Training	4	8	12
GRIT Workshop Moodle Updates Workshop	12	7	19



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Moodle Updates Workshop	10	2	12
Adjunct Faculty On-Boarding Workshop	9	0	9
Pro. Dev. ADA Overview	8	7	15
Tech. Advisory Group	3	3	6
Safe Colleges and Section 504/ADA Training	8		8
OCCDLA Conference	1	0	1
QM Master Reviewer Certification	1	0	1
CASE Conference	0	1	1
Community College Humanities Conference	1	0	1
Course Development Training	1	0	1
Quality Matters Conference (Portland)	3	1	4
TopsPro Training	2		2
Adjunct Faculty Meeting (3/14/17)	14	0	14
Adjunct Faculty Meeting (3/15/17)	14	0	14
Moodle and Curriculum Training	5	0	5
In-Service ATD Student Success	12	23	35
Drop Out Detective Training	8	12	20
MSSC Conference (Certified Production Technician (CPT) Teaching Certificate)	0	1	1
Moodle Gradebook Training	16		16

Much progress has been made this year to connect with students through mentoring, like the ASPIRE program, that started this year.

Challenges

The ICAT survey produced rich data on areas we need to improve at TBCC in engagement and communication. Some of the concern areas include:

1. Widen/diversify leadership team and others within community.
2. Improve cross-department communications - reduce duplicate efforts.
3. Create a sense of community via a mascot or school colors.
4. Create new employee onboarding around student success.
5. Improve efforts in listening to community and workforce partners.
6. Implement internal team building activities to strengthen our unity as a team to support students.

Goals for 2017-2018 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?

1. We will be instituting a regular full staff meeting monthly during the academic year, as well as a monthly update of issues from the president.
2. We will prioritize action items in the engagement and communication area to develop a plan on how to improve the key issues over the coming year.

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

We plan to share the ideas we generate from the ICAT survey results analysis with the ATD coaches and get their suggestions on how to best move forward.

Promising Practice

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

Yes No



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Strategy & Planning

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

In the 2016-17 academic year the college undertook the revision of the college's strategic plan and introduced clarity of assessment of student learning outcomes and mission fulfillment.

Phase I has focused on the instructional area. TBCC's institutional learning outcomes originally included the five major learning outcomes, with a total of 14 sub-categories of outcomes and a total of 36 performance criteria. With this structure, assessment of the ILOs was convoluted, with the connection to college Core Themes unclear. In January the ILOs were rewritten as single statements associated with each performance area. Relevant AACCC Value rubrics were reviewed by faculty and adopted for use in assessment.

Beginning in summer 2016, a series of faculty meetings were conducted to provide professional development in the revision and formulation of meaningful course and learning outcomes. Over the fall, winter, and spring quarters, faculty worked on revising and rewriting course learning outcomes, which were originally adopted from Portland Community College during the period when TBCC was under the accreditation umbrella of the larger college. College faculty have completed revising outcomes for all courses in the college's "degree maps." In addition, courses have been mapped to ILOs in cases where the course strongly addresses one or more of the outcomes. Professional development sessions continued during this time, with full-time faculty serving as mentors to adjunct faculty in support of the work. This work will continue into next year, with program learning outcomes being reviewed and revised to improve clarity and ease of assessment, and additional, less frequently offered courses being reviewed.

Challenges

The college's strategic plan and framework includes broad strategic goals, with objectives to accompany each goal. This portion of the plan, however, was developed after the actual framework, and is not fully integrated into the plan as a whole. Distinction between objectives and measures in the plan remains unclear, and there is not a straightforward connection between many measures and the goals they are designed to measure. As a consequence, there is not a widespread understanding of the plan.

While individual departments in the college have area operations plans which guide the department's work and support the strategic goals of the college, service area outcomes have not been developed to enable direct assessment of goals.

TBCC's strategic framework identifies measures to track achievement of objectives and goals. In many cases, however, measures that are identified could be more accurately described as inputs or outputs, rather than outcomes. These measures need to be reviewed and revised to enable better assessment of student achievement.



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Goals for 2017-2018 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?

For 2017-18, TBCC will work on making some adjustments to the Strategic Framework. Objectives will be cleaned up and clarified under each Core Theme, and specific measures will be identified that will show whether the college is achieving the objectives. Each measure will have a threshold that will allow the college to know whether the measure has been successfully achieved. Most thresholds will be tied to national norms for comparison, especially with other rural colleges. A clear definition will be developed for mission fulfillment that includes meeting or exceeding the thresholds of a certain percentage of measures, both under each Core Theme as well as overall. The new Institutional Planning and Research Analyst will oversee collecting and presenting all the planning data.

In addition, the program review process will be implemented for both service areas/departments and academic programs. The program review template will be aligned with the strategic planning process, and will include outcomes that can be measured; the staff will all be involved at Fall In-service in helping to finalize changes to the strategic plan for the year.

Promising Practice

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

Yes No

Policies & Practices

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

The college continued to do work to revise and fine-tune policies and procedures. The Board reviews all policies one year, and procedures (Administrative Rules) the next year. These go through the Leadership Team, then the College Council, and then the Board.

This year, new policies and procedures were developed. In one case, with Grants management, the staff developed a process for approving grant ideas before a grant application was done, to make sure it is in the best interest of the college to apply for a particular grant. We brought it to the board to ask whether they wanted a board policy on this or if a procedure was adequate. They agreed that a procedure was all that was needed, and the staff then finalized the language into an Administrative Rule format and passed it through Leadership Team and College Council, which completed the process.

College staff weighed in on the progress being made with this capacity area through the ICAT survey. The results showed strengths in:

1. Use of LEAN tools to make needed process changes.
2. LEAN process utilization in Student Services to follow a student from the door to 2nd term of classes.
3. Flexibility and willingness to work with exceptions when needed.
4. The successful implementation of policy requiring a student success course for all students.



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Challenges

The ICAT survey results pointed out the following improvement areas:

1. Needed implementation of procedures of communication with students on the importance of textbooks and book purchases, so the students are ready to go when classes begin.
2. Lack of “orientation” for second year students to prepare them to move on after TBCC.
3. Lack of collaboration between departments on student success initiatives, especially between areas not viewed as “typical” areas of student services.
4. Needed evaluation of results of practices that have been put in place.
5. The existence of overly broad policies, pointing to the need for a clearer understanding of procedures supporting actual resources for student success.
6. Needed improvement of Policy awareness.

Some of the suggestions for action steps focused on improving processes and included:

1. Develop literature on student progression, completion and transition.
2. Communicate location of written policies and procedures.
3. Require a workshop for students about to move on from TBCC.
4. Shorten the time between when a student applies and then registers.
5. Create alumni events to celebrate alumni.
6. Hold focus groups with stakeholders.
7. Develop more concrete tools for staff to help students progress to their next goal; i.e. talking points and/or guide book.
8. Broaden department/staff participation in high school outreach.
9. Develop a practice that includes directing students to the TBCC Store after they register for classes, tying to the need of being able to ensure students are getting books or OERs for their classes.
10. Expand student to student mentoring.
11. Encourage Junior High teachers to hold their Friday class on campus to provide student exposure to the college.
12. Expand student support to explore workforce options.
13. Data needed:
 - a. Find out how many people applied for admission but did not register for classes. Why didn't they, and are there trends as to why?
 - b. Gather data on students from the high schools regarding what their next steps are after high school, be it education, workforce, other, etc...



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Goals for 2017-2018 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?

We plan to continue updating and refining policies and procedures this coming year, and will be addressing staff concerns and suggestions through a Fall in-service session process, to be developed over the summer.

A new process program will be started next year that is called Career to Career. It will be a scholarship program that will cover the tuition of older students that have been out of school for at least 5 years, and meet other criteria. This will be a companion to our First Class Scholars program, which provides identical benefits for students just graduating from high school.

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

Continue to make coaches available to answer questions and provide feedback and suggestions on issues we run into, especially relating to the ICAT survey process and results.

Promising Practice

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

Yes No



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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.

The **Achieving the Dream Data Template** is a part of the Leader College application and annual reflection and can be found in Appendix B of this document.

Defining the Cohort

The Achieving the Dream Cohort may be defined in one of two ways: (1) certificate- or degree-seeking students **new** to your institution in the fall term, including full-time and part-time students; or (2) certificate- or degree-seeking **first-time-ever-in-college students** attending your college in the fall, including full-time and part-time students.

Measure 1: Completed college-level English and/or math in year one

Number and percentage of students successfully completing (grade C- or better) gateway courses within one year.

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

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



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Measure 2: Persistence of cohort from term one to term two or year one to year two

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

Measure 3: Credential attainment

Number and percentage of students attaining a degree or certificate within three years or four years

Measure 4: National measure

Metric from national data system that provides evidence of institutional success such as credit accumulation, transfer with baccalaureate degree or transition to labor market.

This measure is subject to the same guidelines as the other four measures (disaggregated on three levels, four years of data, etc.). National data sources include:

- Aspen Prize for Community College Excellence
- IPEDS
- National Community College Benchmarking Project
- National Student Clearinghouse
- Pathways Project (AACC)
- Predictive Analytics Reporting Framework
- Student Achievement Measure
- Voluntary Framework of Accountability



**2017 Annual Reflection & Leader
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Community College**

Data Selections

Enter in the appropriate values in the boxes below. **Each yellow box needs to be filled in or you will be unable to enter numbers into any of the tables.** These values will then auto-fill throughout the rest of this workbook.

Institution Name	Sample Community College
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Cohort Type	New to Institution
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Metrics	
Gateway course completion choice	Math Only
Credential attainment choice	Three-Year Attainment

Race/Ethnicity	
Largest race/ethnicity group	White
Second-largest race/ethnicity group	Hispanic
Third-largest race/ethnicity group	Multiracial

Metric Definitions

Cohort Type

New to Institution: All students who entered your institution for the first time in the given fall term. This includes both full-time and part-time statuses; students can be certificate-seeking or degree-seeking.

First-Time-Ever-in-College: All students who are both new to your institution (see above definition) AND have no prior postsecondary enrollment.

Metrics

Gateway course completion: Number and percentage of students in the given cohort successfully completing gateway courses within one year with a grade of **C- or better**.



- Courses should be non-remedial in nature.

Persistence: Number and percentage of students in the given cohort persisting from term one to term two (fall-to-spring) or from year one to year two (fall-to-fall).

- Students need to be enrolled in at least one credit-bearing course.

Credential Attainment: Number and percentage of students in the given cohort attaining a degree (associate/baccalaureate) or certificate from your institution within either three years or four years.

- Please note that these cohorts will be "earlier" than the ones used for other metrics, since you are examining a metric that occurs three or four years forward.

Demographics

General Instruction: All students will be accounted for in the "Overall" category. Some students are not expected to be represented in the subgroups (e.g., student does not have a known value for gender).

Race/ethnicity group: When selecting the largest, second-largest, and third-largest race/ethnicity groups, please refer to the size of your most recent Fall cohort to assist with your choice.



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Performance in Gateway Courses - Math Only

Students successfully completing gateway courses within one year - New to Institution Students

Math Gateway Courses	Cohort											
	Fall 2013			Fall 2014			Fall 2015			Fall 2016		
	# in Cohort	# Successful	% Successful	# in Cohort	# Successful	% Successful	# in Cohort	# Successful	% Successful	# in Cohort	# Successful	% Successful
Overall	278	30	11%	229	29	13%	206	19	9%	185	30	16%
Gender												
Female	153	18	12%	127	16	13%	124	12	10%	108	18	17%
Male	125	12	10%	102	13	13%	82	7	9%	77	12	16%
Race/Ethnicity												
White	222	22	10%	165	16	10%	145	12	8%	127	20	16%
Hispanic	33	4	12%	33	7	21%	35	5	14%	34	6	18%
Multiracial	5	0	0%	7	NR	-	8	0	0%	11	NR	-
Pell Recipients			-			-			-			-



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Fall-to-Spring and Fall-to-Fall Student Persistence

New to Institution Students

Fall-to-Fall Persistence	Cohort											
	Fall 2012			Fall 2013			Fall 2014			Fall 2015		
	# in Cohort	# Still Enrolled	% Still Enrolled	# in Cohort	# Still Enrolled	% Still Enrolled	# in Cohort	# Still Enrolled	% Still Enrolled	# in Cohort	# Still Enrolled	% Still Enrolled
Overall	253	115	45%	270	110	41%	219	92	42%	192	80	42%
Gender												
Female	134	67	50%	146	64	44%	122	52	43%	114	48	42%
Male	119	48	40%	124	46	37%	97	40	41%	78	32	41%
Race/Ethnicity												
White	203	90	44%	217	80	37%	161	66	41%	136	49	36%
Hispanic	30	15	50%	32	18	56%	31	16	52%	34	19	56%
Multiracial	NR	NR	-	5	NR	-	7	NR	-	7	NR	-
Pell Recipients												
			-			-			-			-



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Three-Year Attainment of Credential *New to Institution Students*

Three-Year Attainment	Cohort											
	Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	# in Cohort	# Attain	% Attain	# in Cohort	# Attain	% Attain	# in Cohort	# Attain	% Attain	# in Cohort	# Attain	% Attain
Overall	160	8	5%	249	14	6%	253	18	7%	270	16	6%
Gender												
Female	89	5	6%	148	9	6%	134	11	8%	146	9	6%
Male	71	3	4%	101	5	5%	119	7	6%	124	7	6%
Race/Ethnicity												
White	138	7	5%	209	10	5%	203	16	8%	217	8	4%
Hispanic	9	0	0%	19	3	16%	30	0	0%	32	5	16%
Multiracial	NR	0	-	4	0	0%	NR	0	-	5	0	0%
Pell Recipients			-			-			-			-