



STRATEGIC PLAN
2017-2021
Introduction

April 2018

Tillamook Bay Community College
Strategic Plan- 2017-2021 INTRODUCTION
Table of Contents

History of the Planning Process	3
Revisions to the Strategic Framework.....	4
Vision, Mission	4
Values, Core Themes.....	5
Core Theme Objectives and Measures.....	5
Mission Fulfillment.....	6
Program Review for Service Areas and Academic Programs.....	6

History of the Planning Process

Tillamook Bay Community College (TBCC) is the smallest community college in Oregon in enrollment and headcount. While it has the smallest population service area in Oregon and the population is generally static in numbers, the Latino and older adults are both growing. TBCC serves a population that has a high percentage of employed adults without high school degree and GED. Poverty is high, and the largest percentage of workers is found in minimum wage retail or entry level food processing positions. Generally speaking, this community does not have a career college-bound culture. The staffing at the college is exactly what is needed for accreditation. Being small and personal are assets that TBCC brings to the community.

The strengths of TBCC are built on this small, personal learning environment as well as on the community partnerships that helps the college leverage resources. TBCC has community partners for each of the CTE degrees programs. TBCC partners with each of the three high schools and is working with them to create career and college going opportunities for all graduates. TBCC has invested in shared space at each high school. To cement the cooperation and coordination to our collective goals, the boards from the three school districts meet with the College Board, ensuring bridges and options for students.

Tillamook Bay Community College achieved accreditation status as a fully independent college in January 2014, retroactively effective to the start of the 2013/2014 academic year. With the focus that the accreditation effort provided, the college committed to maintaining its momentum and building on the foundation of collaborative efforts that helped us reach that important milestone. The campus community immediately began casting the vision for 2020, and initiated a review of TBCC's vision, mission, values, core themes and strategic goals as the first step for Year One of the seven-year accreditation cycle.

All college stakeholders were actively involved in the re-visioning process, which was expected to chart the course for the college for the next seven years of accreditation (2013-2020). The effort was initiated during the college "In-service" day in April of 2014, with a full day of meetings focused on strategic planning. The college community worked together to identify both strengths and gaps in the vision, mission, and core themes that constitute the guiding framework for college planning and the seven-year journey to re-accreditation. Faculty and staff also began the process of identifying values that would guide the college's work over that period. Following that solid start, the College Council continued the intentional work on the strategic plan. In late spring 2014, draft copies were shared with students for their input and feedback. During summer 2014, community partners reviewed and provided feedback on the proposed vision, mission, core themes and values. Two college-wide "in-service" meeting days were then conducted in fall 2014 which synthesized all of these steps, culminating in a final draft of our revised vision, mission, core themes, values and strategic goals. The entire campus subsequently modified and refined the strategic framework which would be used to guide the college's work through the year 2020.

Concurrent with the final self-study accreditation visit in October 2013, the college received notification that it was awarded a five-year Title III grant for \$ 2,248,211. Additionally, the college implemented its plan to strengthen its ability to use data and cohort tracking to enhance opportunities for and decrease barriers to student success. To help realize that goal, TBCC joined the rural Oregon Community College consortium in 2012/2013 to employ "The Achieving the Dream" research. The College took its first look at Achieving the Dream (ATD) data in the spring of 2013. The college was in a unique position at that time to pause to evaluate its strengths and gaps, and to create a more refined and integrated strategic framework that could guide the college. The college recognized that it needed to become more strategic with its goals to ensure success for students by creating a small, personal learning

environment. TBCC core themes, indicators, and strategic goals were refined and restructured to underscore the college's over-arching commitment to focus on the success of each and every student.

Revisions to Strategic Framework

Dr. Connie Green retired in May 2017 and Dr. Ross Tomlin became the new TBCC President. With the college being half-way through the seven-year accreditation cycle, the Leadership Team felt this was a good time to review the Strategic Framework and make recommendations for changes to strengthen it in preparation for our next accreditation visit in 2021. This document then serves as the updated TBCC Strategic Plan as of November 2017. To differentiate this plan from the Strategic Framework, the name was changed to be the TBCC Strategic Plan 2017-2021.

The Strategic Plan is made up of several parts:

- Vision, Mission Values
- Core Themes
- Core Theme Objectives and Measures
- Mission Fulfillment
- Program Review for Service Areas and Academic Programs

The Vision, Mission, and Values remain the same from the Strategic Framework. The Core Themes also remain the same from the Strategic Framework, but a clear definition of each core theme was developed. The core theme objectives are then developed to fit into and cover the definition of that core theme.

VISION

Tillamook Bay Community College is a local leader in educational excellence and innovation, community advancement, and economic success.

MISSION

Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves the needs of our diverse community.

VALUES

Tillamook Bay Community College values and promotes student success through academic excellence and resourceful teamwork in an environment that is personal and friendly.

STUDENT SUCCESS

TBCC values being keenly receptive and intentionally responsive to students and fully supports achievement of their goals.

ACADEMIC EXCELLENCE

TBCC values rigorous, relevant education and training for students and the community.

RESOURCEFUL TEAMWORK

TBCC values collaboration, effective communication, and the wise use of resources to accomplish our mission.

PERSONAL & FRIENDLY

TBCC values and demonstrates genuine concern and respect for each other, communities we serve, and our students while helping each achieve their potential.

CORE THEMES

1. Educational Excellence (EE) - Students are provided with the opportunity to succeed in an equitable, inclusive, and supportive environment that enhances individual and professional growth, through academic, personal and professional development.
2. Economic Success (ES) - The College contributes to the economic growth and development of students, community residents, and the entire region, while also practicing good stewardship of college resources.
3. Leadership, Partnership, and Community Engagement (LPCE) – The college and its students, staff, and faculty serve as educational and community leaders through professional development, skill building, or partnership with local businesses and school districts, post-secondary institutions, the TBCC Foundation, and governmental and social services organizations.

Posters with the Mission, Vision, and Core Themes with definitions will be printed and hung throughout the TBCC campus in the hallways and classrooms to ensure that all faculty, staff, students, and community members that visit the college will be aware of those key pieces of the college strategic plan.

CORE THEME OBJECTIVES AND MEASURES

Starting with the objectives and measures from the Strategic Framework, The Leadership Team decided to simplify the plan and clarify the indicators being measured for mission fulfillment with clear and concrete thresholds. The draft results were then shared with all staff at Fall In-Service 2017 where the staff provided input and feedback on the objectives and measures. Changes were then made to the list based on this feedback before taking the list to the Board for approval. This was done in October and November 2017. The results are 14 total objectives across the three core themes with a total of 31 measures with concrete thresholds that will allow the College to quantitatively measure the achievement of each objective and therefore each core theme. The measures will be modified throughout the 2017-18 academic year to come up with a final set to move forward with in 2018-19. There will be small adjustments to the objectives and measures annually, but it is important that most of the measures remain constant through 2021 to give the College four full years to compare data and results to show trends.

Each measure has a lead person that will be in charge of following the progress of that measure and will develop a measure report each summer detailing the results from the previous year and analyzing the results in relation to the strategic plan. The Institutional Planning and Research Analyst will be in charge of tracking the data for all of the measures and determining Mission Fulfillment for the college each fall. If there are measures that are at the Unacceptable level (Red), the measures report will include a plan of actions to implement to bring the results up to the Acceptable (green) or Minimally Acceptable (yellow) level.

The revised Core Theme Objectives and Measures for 2017-18 can be found following this introduction.

MISSION FULFILLMENT

The accreditation standards of the Northwest Commission of Colleges and Universities (NWCCU) which is the accrediting organization for TBCC, are specific on how colleges need to show progress with achieving their core themes and objectives. This is done by measuring Mission Fulfillment.

As part of this process, the definition for mission fulfillment was reviewed and adjusted by the Leadership Team and College Council to fit the revised objectives and measures. The revised definition for Mission Fulfillment at TBCC is:

TBCC achieves an Acceptable or Minimally Acceptable level in 70% or more of the Measures within each Core Theme and across all Core Themes.

The first Mission Fulfillment measurements in this revised Strategic Plan will be done as a pilot for 2016-17 using these revised objectives and measures. From this point on, Mission Fulfillment will be measured in the early fall term each year using the previous year's data. This will include Measure reports for all 31 measures that will be included in the overall Mission Fulfillment report for TBCC. This report will be shared with all faculty and staff and the Board of Education each fall term.

PROGRAM REVIEW FOR SERVICE AREAS AND ACADEMIC PROGRAMS

All college service areas and academic programs need to be reviewed on a regular schedule as part of the strategic plan process. All of the service areas and academic programs at TBCC have been put on a three year cycle for program review. The cycle will begin in 2017-18. This will allow all service areas and programs to be reviewed prior to the next accreditation visit in 2021. The Program Review Schedule for 2017-2020 can be viewed after the objectives and measures.

The Service Area program review template is different than the Academic program review template. The focus of both types of program reviews is to provide information about the program, list key outcomes, assess the outcomes, analyze key data generated by the service area, and provide a list of projects for the coming year that are all tied to an outcome and core theme objective and has budget implications. The Academic program review templates would also include data from each program's student learning outcomes assessment work. The template for the Service Area and Academic Program Reviews can be found past the program review schedule.

The list of projects for each service area replaces the Operational Plans done for the past few years. Even though Program Reviews are done on a three-year cycle, Project Lists would be done on an annual basis, with a summary and outcomes of the previous year's project list.

A flow chart diagram has been developed to illustrate the Accreditation and Strategic Planning timelines for this plan. It can be viewed on the last page of this report.

Tillamook Bay Community College Strategic Plan ***DRAFT***

Core Theme: Educational Excellence (EE) - Students are provided with the opportunity to succeed in an equitable, inclusive, and supportive environment that enhances individual and professional growth, through academic, personal and professional development.

EE1: Students make consistent and timely progress toward their individual educational goals.

Measure:	Description:	Threshold (In Progress):	Lead:
EE1.1 - Pre-College Math Course Completion	Measured by the percentage increase in the successful completion rate of pre-college math courses.	>= 2% Increase: Green, 0-2% Increase: Yellow, <0% Increase: Red	Ann Hovey
EE1.2: Term-to-Term Retention	Measured by the percentage of degree seeking students enrolled in credit courses in their first fall term at TBCC, who re-enroll in the winter term.	>=2 percentage points above the VFA retention rate: Green, 0-2 percentage points above the VFA retention rate: Yellow, =< 0 percentage points above the VFA retention rate: Red	Rhoda Hanson
EE1.3: Year-to-Year Retention	Measured by the the percentage of degree seeking students enrolled full-time in credit courses in their first fall term at TBCC, who re-enroll the following fall.	>=2 percentage points above the VFA retention rate: Green, 0-2 percentage points above the VFA retention rate: Yellow, =< 0 percentage points above the VFA retention rate: Red	Rhoda Hanson
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EE2 - Students exhibit successful completion of credit degrees, certificates, and/or licensing/certifications or transfer.

Measure:	Description:	Threshold (In Progress):	Lead:
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EE2.1 - Degree and Certificate Completion	Measured by the overall percentage of students completing a degree or certificate within 100% of normal time (2 years)	>=2 percentage points above the VFA completion rate: Green, 0-2 percentage points above the VFA completion rate: Yellow, =< 0 percentage points above the VFA completion rate: Red	Rhoda Hanson
EE2.2 - Transfer Rates	Measured by the percentage of students transferring to a 4 year school.	>=25%: Green, 20-24%: Yellow, <20%: Red	Rhoda Hanson
EE3 - Students achieve student learning outcomes.			
Measure:	Description:	Threshold (In Progress):	Lead:
EE3.1 Course Learning Outcomes	Measured by the percentage of students satisfactorily completing courses who achieve a 'proficient' (3) or 'advanced' (4) on the Course Learning Outcomes assessed.	>70%: Green, 60-70%: Yellow, <60%: Red	Ann Hovey
EE3.2 Program Learning Outcomes	Measured by the percentage of students satisfactorily completing courses who achieve a 'proficient' (3) or 'advanced' (4) on the Program Learning Outcomes assessed.	>70%: Green, 60-70%: Yellow, <60%: Red	Ann Hovey
EE3.3 Institutional Learning Outcomes	Measured by the percentage of students satisfactorily completing courses who achieve a 'proficient' (3) or 'advanced' (4) on the Institutional Learning Outcomes assessed.	>70%: Green, 60-70%: Yellow, <60%: Red	Ann Hovey
EE4 - Student needs are met through comprehensive support services.			
Measure:	Description:	Threshold (In Progress):	Lead:
EE4.1 – Textbook Savings to Students	Measured by the savings from use of zero or low cost textbook/ancillary materials instead of traditional materials. Calculated by summing the product of class savings and students enrollment, for each course for all Fall, Winter and Spring courses	>= \$150,000 annually: Green; \$125,000-\$149,999 annually: Yellow; < \$125,000 annually: Red	Michael Weissenfluh
EE4.2 Access to Online Services	Measured by the percentage of student agreeing with the statement, "Online services are accessible and easy to navigate," as reported in the Student Satisfaction Survey.	>80%: Green, 70-79%: Yellow, <69%: Red	Sheryl Neu

EE4.3 - Use of Advising Services	Measured by the percentage of students agreeing with the statement "Admissions, Registration, Advising and Financial Aid in Student Services are accessible and sufficient for me to reach my educational goals," as reported in the Student Satisfaction Survey.	>80%: Green, 70-79%: Yellow, <69%: Red	Rhoda Hanson
EE4.4 - Tutoring Services	Measured by the percentage of students rating the quality of tutoring services as "good" or "excellent."	>=70%: Green; 60-69%: Yellow; <60%: Red	Ann Hovey / Masyn Phoenix
EE5 - TBCC fosters a safe and inclusive environment in which all community members are welcomed and supported, and all			
Measure:	Description:	Threshold (In Progress):	Lead:
EE5.1 Faculty and Staff Perception of Climate	Measured by the percentage of faculty and staff reporting that the climate at TBCC is inclusive and welcoming	>= 70%: Green, 60-69%: Yellow, <60%: Red	Jean Garcia-Chitwood
EE5.2 Student Perception of Climate	Measured by the percentage of students reporting that the climate at TBCC is inclusive and welcoming.	>= 70%: Green, 60-69%: Yellow, <60%: Red	Jean Garcia-Chitwood
EE6 - The College will develop a culture of using data to inform decision making and monitor student success			
Measure:	Description:	Threshold (In Progress):	Lead:
EE6.1 Data Capacity and Accessibility	Measured by the percentage of staff/faculty rating the college's data capacity at 'strong' or exemplary on the item "Does the college use data to examine and improve student outcomes?"	>70%: Green, 60-70%: Yellow, <60%: Red	Erin McCarley

Tillamook Bay Community College Strategic Plan ***DRAFT***

Core Theme: Economic Success (ES) - The college contributes to the economic growth and development of students, community residents, and the entire region, while also practicing good stewardship of college resources.

ES1: The college programs and services support and advance local business growth through training and skill building

Measure:	Description:	Threshold (In Progress):	Lead:
ES1.1 - Customized Training	Measured by the percentage of year to year increase in the number of participant hours of customized training provided to the community.	Growth rate >= 5%: Green; Growth rate 3.5 - 5.0%: Yellow; Growth rate < 3.5%: Red	Ann Hovey
ES1.2 - SBM FTE Generation	Measured by the number of FTE generated annually by the TBCC SBDC office, as reported by the State SBDC office.	>=8 FTE: Green; 5-7 FTE: Yellow; <5 FTE: Red	Arlene Soto
ES1.3 - Quality Training and Business Advising	Measured by the percentage of businesses served by the SBDC (calculated as a 3 year average) compared to the national annual rate.	>=2.5%: Green; 1.5% - 2.49%: Yellow; <1.5%: Red	Arlene Soto

ES2: College operations generate sufficient resources to support long term financial stability of the college.

Measure:	Description:	Threshold (In Progress):	Lead:
ES2.1 State Reimbursable Student FTE	Measured by the percentage increase in State Reimbursable Student FTE for the academic year.	>3% increase: Green; 0-3% increase: Yellow; Less than 0% increase: Red	Rhoda Hanson
ES2.2 Ending Fund Balance in the General Fund	Measured by Ending Fund Balance compared to Beginning Fund Balance for a fiscal year.	>\$1M: Green, 999K - 700K: Yellow, <700K, Red	Kyra Williams

ES3: TBCC maintains its educational infrastructure to support effective teaching and learning.

Measure:	Description:	Threshold (In Progress):	Lead:
ES3.1 Facilities, furnishings, and supporting infrastructure and services are appropriate to meet educational goals	Staff, Faculty, and Students are able to use facilities safely and have adequate resources for recognized educational practices	>80%: Green, 70-79%: Yellow, <69%: Red	Pat Ryan
ES3.2 Network backbone and hosted services uptime'	Measured by the percentage of time that TBCC hosted online services are available for use.	>=99%: Green, 97-99%: Yellow, <97% Red	Sheryl Neu

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Core Theme: Leadership, Partnership, and Community Engagement (LPCE) – The college and its students, staff, and faculty serve as educational and community leaders through professional development, skill building, or partnership with local businesses and school districts, post-secondary institutions, the TBCC Foundation, and governmental and social services organizations.

LPCE1 – The College Foundation provides opportunities for the community to contribute to student scholarships, programs, and services of the college.

Measure:	Description:	Threshold (In Progress):	Lead:
LPCE1.1 – Increase in Resource Development	Measured by the amount of contributions or donations made to the TBCC Foundation in an academic year.	>=\$100K: Green; \$85-99K: Yellow; <\$85K: Red	Heidi Luquette

LPCE2 –The college encourages students to cultivate a commitment to civic engagement.

Measure:	Description:	Threshold (In Progress):	Lead:
LPCE2.1 - Student Participation in Community Service.	Measured by the number of service events involving the participation of students during the academic year.	>=5: Green, 3-4: Yellow, <3: Red	Jean Garcia-Chitwood

LPCE3 –The college partners with other educational institutions to expand opportunities for students.

Measure:	Description:	Threshold (In Progress):	Lead:
LPCE 3.1 Articulation Agreements with Universities (working with universities to facilitate seamless transfer opportunities).	Measured by the number of new signed articulation agreements each year.	>=2 new agreements: Green; 1 new agreement: Yellow; No new agreements: Red	Ann Hovey
LPCE 3.2 – Dual Credit course offerings	Measured by the overall percentage of county high school juniors and seniors taking at least one Dual Credit college course during the academic year.	>=75%: Green; 50-74%: Yellow; <50%: Red	Ann Hovey

LPCE4 – TBCC provides services and information that benefit the college and community.

Measure:	Description:	Threshold (In Progress):	Lead:
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LPCE4.1 – Community Events Hosted at TBCC	Measured by the number of events hosted with organizations offering services, support, and information to the community.	>=250: Green; 249-150: Yellow; <=149: Red	Pat Ryan
LPCE4.2 – TBCC Personnel Community Involvement	Measured by TBCC personnel hours of service involvement in community organizations, boards and social activities.	>=200 hours: Green; 100 - 199 hours: Yellow; <100 hours: Red	Pat Ryan
LPCE5 - The college promotes comprehensive and continuous advancement for all employees through professional development opportunities.			
Measure:	Description:	Threshold (In Progress):	Lead:
LPCE5.1 Staff Professional Development	Measured by the percentage of staff attending two or more professional development opportunities per year.	Staff: >= 70%: Green, 50-69%: Yellow, <50%: Red	Jean Garcia-Chitwood

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Measure:	Description:	Threshold (In Progress):	Lead:
LPCE5.1 Staff Professional Development	Measured by the percentage of staff attending two or more professional development opportunities per year.	Staff: >= 70%: Green, 50-69%: Yellow, <50%: Red	Jean Garcia-Chitwood
LPCE5.2 Faculty Professional Development	Measured by the percentage of faculty attending two or more professional development opportunities per year.	Faculty: >= 60%: Green, 40-59%: Yellow, <40%: Red	Jean Garcia-Chitwood

Program Review Schedule
Including Academic Program Review
2017-2020

	Library
2017-2018	Student Services
	Business Office/Store
	<i>Business Admin. & Ag/Natural Resources</i>
	Facilities/Safety
2018-2019	President's office
	IT
	Advancement/College Development
	<i>Criminal Justice, MIT & ABE/GED/ESOL</i>
	Instructional Support
2019-2020	Institutional Planning and Research
	HR
	<i>Transfer Degrees</i>

TBCC Service Area Program Review Template 2017-18

- I. Program/Service Area Description
- II. Program/Service Area Outcomes
 - a. List of Intended Outcomes for Service Area
 - b. Assessment Tools
 - c. Criteria for Measurement
- III. Program/Service Area Details
 - a. Staff (Individual and FTE)
 - b. Duties
 - c. Responsibilities
- IV. Project and outcomes achievement from previous year
 - a. Project descriptions
 - b. Project Results
 - c. Intended Outcomes Assessment results
 - d. Refinements/modifications based on assessment results
- V. Service Area Data
 - a. Data set
 - b. Analysis of data
- VI. Project list for current year and following year
 - a. Project list form

Additional Attachments:

- Program Review 3-year Schedule
- Project List Template
- Intended Outcomes Assessment Plan form

TBCC Service Area Outcomes Assessment Plan and Summary Form

Use One Form per Outcome

Origination Date of Form _____

Completion Date of Form _____

Service Area _____

Individual Completing Form _____

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications

Project List 2017-18

Department _____

Project	Project Description	Intended Outcome	Core Theme Objective	Measure (Y/N)	Lead Person	Year (1-3)	Budget Requirements



Three-Year Instructional Program Review Template
Tentative Due Date: May 15 of the Academic Year Assigned

Program Name:

Degrees and Certificates offered within Program:

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Program Review. Statements included herein accurately reflect the conclusions and opinions of the program faculty.

Participants in the review:

Authorization:

After the document is complete, it must be signed by the Department Faculty and Chief Academic Officer prior to submission to the Curriculum and Assessment Committee.

Signatures of Department Faculty

Signature of Chief Academic Officer

Date of Submission

1.0 Mission and Goals

1.1 Briefly describe the relationship of your program to the college's Mission, Vision, and Core Themes.

College Mission

College Vision

Core Themes

2.0 Program Data and Trends Analysis

2.1 For each data point listed below, summarize the trend. (Attach three year longitudinal data to appendix.)

Program Name:

Data Point	Trend	Highest Year
Enrollment		
Number Program Majors		
Total FTE		
Number Sections Offered		
FTEF		
Fill Rate		
WSCH/FTEF		

% Students Persisting from Fall to Fall		
Average Successful Completion Rate		

2.2 Program Peer Comparison

How does your program compare with peers? (Peers include similar programs at the college or programs at peer institutions as identified by the Office of Institutional Research)

Program Name:

College	Total Enrollment	Annual Number Degrees Awarded	Annual Number Certificates Awarded	% Students Persisting from Fall to Fall	Average Successful Completion Rate

Analysis:

2.3 Student Enrollment and Achievement by Gender and Race/Ethnicity

Analyze the achievement levels for each of the groups listed below. Are there differences in achievement levels across

groups? Are there strategies you can implement to provide more support for these populations?

(Attach to Appendix or provide below the Persistence and Success Rates by Gender and Race/Ethnicity as identified by the Office of Institutional Research)

Program Name:

Group	Number of Students Enrolled	% Students Persisting from Fall to Fall	Average Successful Completion Rate
Males			
Females			
Asian-American			
African-American			
Filipino			
Hispanic			
Native American			
Other Non-White			
Pacific Islander			
White			
Unknown			

Analysis:

2.4 (CTE Programs Only) List the certifications students are able to earn through participation in your program.

2.5 Other Data

Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education program.

Analysis

2.6 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

2.6.1 What are the strengths of your program as indicated in the above data?

2.6.2 What are the weaknesses of your program as indicated in the above data?

2.6.3 What are the opportunities for your program as indicated in the above data?

2.6.4 What challenges exist for your program based on the above data?

3.0 Student Learning Outcomes Assessment

3.1 How has assessment of course level SLOs led to improvements in student learning and achievement?

3.2 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

3.3 What challenges remain to make course and program level Student Learning Outcome Assessment more effective for your program?

4.0 Evaluation of Progress Toward Achievement of Previous Program Plans (Section 4.0 N/A 2017-18)

4.1 Evaluate steps taken to achieve plans established in the last program review.

4.2 In cases where resources were allocated toward goals, evaluate the efficacy of that spending.

5.0 Program Plans

5.1 Short-term Plans (three year cycle)

5.1.1 Based on the above data and analyses, identify 2 or more concrete plans, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next three year cycle.

5.1.2 What specific aspects of these plans can be accomplished without additional financial resources? (See 5.1.1 above)

5.2 Long-term Plans (six year cycle)

5.2.1 Based on the above data and analyses, identify 2 or more concrete plans, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next six years.

5.2.2 What specific aspects of these plans can be accomplished without additional financial resources?

6.0 Requests for Resources

For any specific aspect of a plan listed in 5.0 that would require additional financial resources, complete the form below. If you are aware of a potential funding source other than college general funds, identify the potential source below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other (promotion)		
Total Requested Amount		

6.1 Describe the resource request.

6.2 What program outcome(s) does the resource request address?

6.3 What measurable outcome(s) will result from filling this resource request?

6.4 How does this request further college fulfillment of the college mission and its Core Theme objectives?

7.0 Advisory Committee and Employer Input (CTE Programs Only):

7.1 List Current Advisory Program Membership

7.2 Discuss the process your program followed to ensure advisory committee membership involvement in and contributions to this program review. Report on comments and concerns shared by members of the advisory committee.

7.3 Date final program review to be shared with advisory committee membership:

8.0 High School, Community, and Employer Outreach

8.1 (CTE Programs Only) List the largest employers within the service area for your program completers. How do these employers provide input to the program curriculum and information about industry trends?

8.2: (CTE Programs Only) Discuss local employer perceptions of your program and its graduates. What mechanism did you use to gather this input during the program review process?

8.3 (CTE Programs Only) What employment opportunities are available to your program completers (list specific positions)? To your certificate completers?

8.4 (CTE Programs Only) Provide labor market data regarding the projected number of job openings in the region (northwest Oregon and Portland metropolitan area). Cite the source of this data.

8.5 (CTE and Transfer Programs) What dual credit offerings does your program support? In which area high schools are these dual credit courses offered? How will your program support the expansion of dual credit offerings at area high schools?

9.0 Executive Summary

Mission Statement

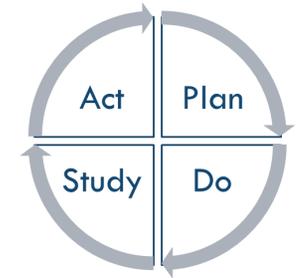
Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves the needs of our diverse community



Vision Statement

Tillamook Bay Community College is a local leader in educational excellence and innovation, community advancement, and economic success.

Accreditation & Strategic Planning



TBCC Is Committed To...

- Economic Success -** *Students are provided with the opportunity to succeed in an equitable, inclusive, and supportive environment that enhances individual and professional growth, through academic, personal and professional development.*
- Educational Excellence -** *The college contributes to the economic growth and development of students, community residents, and the entire region, while also practicing good stewardship of college resources.*
- Leadership, Partnership, & Community Engagement -** *The college and its students, staff, and faculty serve as educational and community leaders through professional development, skill building, or partnership with local businesses and school districts, post-secondary institutions, the TBCC Foundation, and governmental and social services organizations.*

