Mission Fulfillment Report 2019-2020

Tillamook Bay Community College (TBCC) is in the sixth year of our seven year accreditation cycle and we have become more comfortable working with our revised strategic plan and tying our operational planning processes to our Strategic Planning processes. We are focused on building a culture of improvement in which staff and faculty understand and emphasize the connection between their department projects and goals and the College's strategic projects, objectives and measures. Every employee plays an essential role in fulfilling our mission and we have valued these roles within our teams and in our work across the College.

VISION

Tillamook Bay Community College is a local leader in education 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 other achieve their potential.

EQUITY VALUE STATEMENT

Tillamook Bay Community College is enriched by diversity. Each individual uniquely enhances and strengthens our learning environment.

- We value a community that promotes respect and dignity for all.
- We identify and eliminate barriers to learning.
- We provide equitable support and a safe and inclusive environment.
- We promote full engagement in our college community.

We do this through access, opportunity, and advancement for all.

STRATEGIC PLANNING

TBCC continues to assess our performance using the 29 indicators in our strategic plan. Our work in 2018-2019 was to refine these measures and educate our staff and faculty about the importance of these measures. In 2019-2020 we set a WIG to double the number of graduates, both full-time students and part-time students. We recognized that this is a long germ goal, as we measure graduation rate at three years for full-time students and four years for part-time students. So any success experienced

this year is primarily due to reforms begun in 2016. Alternatively, reforms implemented this year will take time to bear fruit.

In setting a long term goal, we saw that it would be difficult to determine the impact of our everyday work. So we introduced a series of leading measures that we could track every term or year and that collectively built toward graduation rate. Retention rates are of course important leading measures, as students who aren't retained can't graduate. But we also included the credit and gateway momentum measures from the Guided Pathways model. These near term measures are demonstrated to predict long term success and can help us to gauge the effectiveness of our reforms.

Both leading and lagging measures were introduced to staff and faculty during quarterly all-staff meetings, in which the College came together to use data to guide our work. We discussed how the work of each team could impact these measures. Indicators were disaggregated on race/ethnicity and gender to better understand disparities in outcomes. We found consistently that Latinx students, and Latina women in particular, outperform other student populations. These differences were seen in the leading measures and ultimately in graduation rates. For example, for students who first enrolled at TBCC as full-time students in 2016, 67% of Latinx students completed a certificate or degree in 3 years, compared to 28% of white students. While this finding is illuminating, we need a better understanding of the student characteristics that predict success, so that we can identify and support students who may be more likely to stop out. We believe factors like first generation status and socio-economic status are likely associated with stop-out rates, and analyses in 2020-2021 will dig deeper to understand the equity gaps that exist at the College.

The leading and lagging measures are displayed and shared in our Student Success Dashboard (see Appendix 1). This summary is updated annually and shared with staff and faculty. It is also available on the College's internal data site, which is a central repository for the data reports created by the Office of Institutional Effectiveness.

TBCC also focused on building engagement among staff and faculty in our mission fulfillment process during our quarterly meetings.

Strategic Planning Model
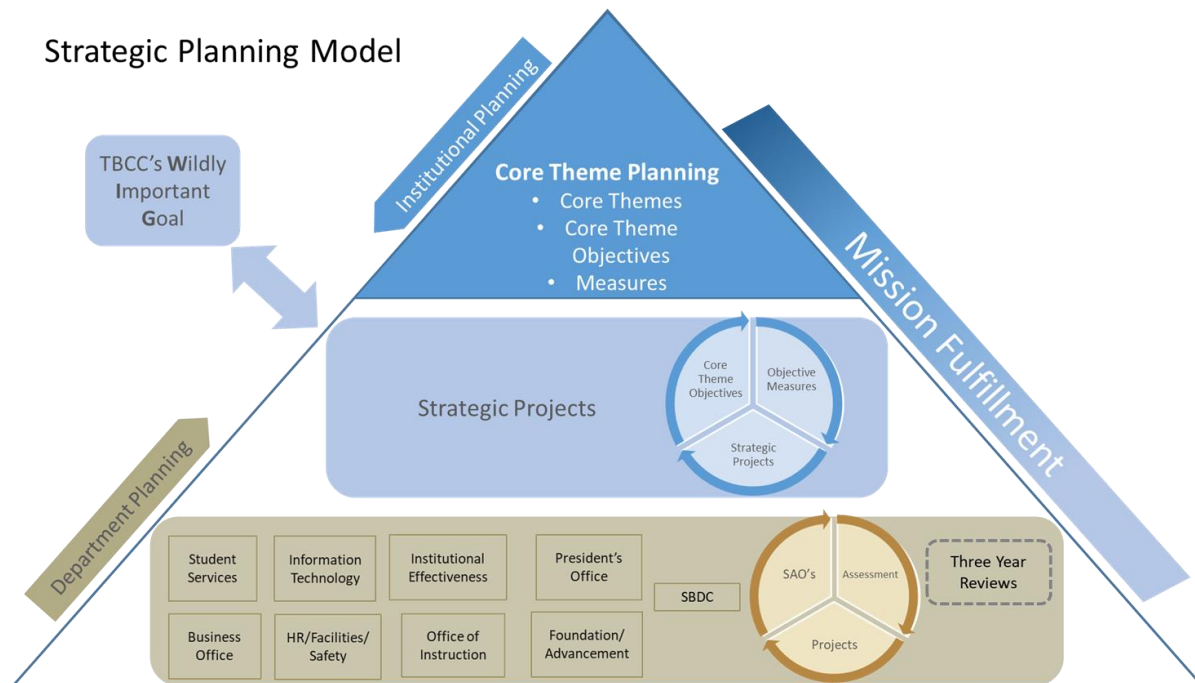
Both collectively and within department meetings, the connection was examined between strategic plan objectives and measures and the work of the individual teams. Each department has identified Service Area Outcomes (SAO's) which they work toward and assess annually. These SAO's align toward impacting our strategic plan measures through department activities as well as strategic projects. We provided multiple opportunities in 2019-2020 for staff and faculty to map these connections and see how their work supports mission fulfillment. Feedback about these discussions was positive, and we will continue this work in the coming year.

As a part of our mission fulfillment process in 2018-2019, the College recognized that our commitment to building an equitable educational institution must inform the work of each employee and permeate the efforts of every team. Our work in this area in 2019-2020 focused on three areas:

1. The leadership of the College began to build its skills in examining our policies, practices and investments with an equity lens. We underwent training with

Campus Compact of Oregon to learn how to apply an equity lens to our policies, programs and practices. While this training was useful, we recognize that we must continue to learn by practicing with the lens, and developing an implementation plan for using the lens across College decisions. This work will continue in 2020-2021.

2. We focused professional development on building our understanding of equity through both training and shared reading and discussion, Campus Compact of Oregon conducted a mandatory training for our staff and faculty to develop a deeper understanding of oppression and inequities at the individual, institutional and systemic level. This training was well received and laid a foundation for discussing inequities at the College. Employees also participated in reading White Fragility, and engaged in reflective discussions. This book club was well received and a significant percentage of employees participated.

3. For 2019-2020 we set a goal to increase degree completion for full-time and part-time students, but we needed leading indicators that helped us to understand where students were struggling and stopping out. We built a set of indicators including persistence, retention, credit momentum and gateway momentum and regularly discussed these indicators with staff and faculty. These rich discussions are ongoing as we continue to use student demographic data to dig deeper to understand student success.

Each of these efforts will build an 'equity-minded' college that addresses institutional barriers, pays attention to whether historically underserved racial/ethnic groups are under-represented or experiencing opportunity gaps, employs an evidence-based response, and sets clear goals for improvement.

GUIDED PATHWAYS

We have just completed our first full year participating in the state's Guided Pathways reforms. We have focused our efforts in 4 areas:

1. Data - We developed a student success dashboard to establish a baseline for our work. This includes both credit and gateway momentum measures from the Community College Research Center. This dashboard was developed in collaboration with our Data Team and shared with our staff and faculty during two all-staff meetings.
2. On-Boarding – This sub-committee is eliminating barriers experienced by students from the application through the first term. We have redesigned the application and the orientation process as well as implementing improved just-in-time communications with students.
3. First Year Experience – This sub-committee focused on identifying barriers and needed supports for student during their first three terms at TBCC. A list of outcomes was developed with benchmarks for students to meet. Our college success course, CG100, was redesigned and the new version will be piloted this fall.
4. Meta-Majors – To support students in identifying a career path, we have created seven areas of interests, or learning communities. These are collections of majors with related courses and are considered similar from students perspectives. The Learning Communities were piloted with students, staff, and faculty and will launch in the fall term. They are designed to build social connections among students and faculty, and support students in exploring career options.

Guided Pathways reforms are not one-off initiatives, but are coordinated efforts that must occur across the College. This work will take multiple years to fully implement and will then be ongoing. We currently have three committees of staff and faculty working at further implementation. An advantage of being a small college is that these committees include more than a quarter of our staff and full-time faculty, with participation of each department.

COVID PANDEMIC

In mid-March, the state of Oregon was impacted by the spreading coronavirus pandemic. The College made a series of decisions over the first few weeks of the pandemic to keep both students and staff safe. These changes impacted our mission fulfillment efforts. The campus was closed, and all staff and faculty moved to working from home from mid-March to near the end of June. We also extended spring break to give us more time to plan and prepare for spring term. The Office of Instruction shifted classes online where possible and moved courses with required labs (CTE and healthcare courses) to the summer term. Instruction also provided significant support and training for faculty, many of whom hadn't taught online before. Many courses were canceled, including community and continuing education, and ABE/GED courses. None of our ABE/GED students had laptops or reliable internet access, so the Office of Instruction wrote a grant to provide laptops for GED students and to buy online curriculum for future terms.

As area high schools were closed, all of our dual credit course were cancelled, but the College offered free classes to juniors and seniors and many enrolled. These students were new to college-level coursework and needed more one-on-one support from our faculty and staff.

Our students experienced many challenges during the initial pandemic, and we worked hard to support them and to provide the same information, support and advising as they would receive on-ground. Our Student Services team reached out to all winter and spring students by phone to offer support and answer their questions. All advising appointments moved to Zoom or phone, as well. Virtual options were created for all the workshops that were scheduled (wellness, job interviewing, transferring, applying for scholarships and career exploration) so that students were still supported through these processes. The team also streamlined processes for students by removing the requirement for signatures, when possible. Documents and supplies were also mailed to students with limited internet access. We closed the term with a virtual end-of-year

celebration, and our College president delivered graduation gift bags to many of our graduates at their homes.

We know that many of our students experience basic needs insecurity during a typical term, so we knew that unemployment and financial strain would hit our students hard. We responded by making the food pantry available in the lobby of the building during regular business hours – despite the building being closed to the public. We extended our scholarship cycle to allow students more time to apply. We also made funds available through our emergency funds process and we distributed over $85k in CARES Act funds during the spring term. These funds were only available to undergraduate students who were Title IV eligible, so we wrote and received a grant to give non-credit students access to emergency funds. This term was really challenging for everyone, students, staff and faculty alike, and we certainly see the impacts. Course completion rates dropped and FTE decreased, both of which were disappointing given the momentum we had built during the year.

As a part of our annual climate surveys we added questions to gather student feedback on our response to the pandemic. We wanted to hear how we could improve. Over 90% of students reported satisfaction with the College's overall response, rating communications as timely, frequent and clear. Students were also asked whether they were concerned about the impact of the pandemic on their lives, and nearly 30% were concerned about consistent access to housing and food. 64% expressed concern about the financial impact on their lives and the impact of the pandemic on their academic future. These data are helpful, as they provide insights into student concerns and guide us in how to support students more effectively.

We developed a reopening plan in June and reopened with protections in place. Classrooms were measured and arranged for summer and fall terms to assure social distancing. Everyone on campus is required to sign in and wear a face covering. We have prepared for fall term with these precautions and with many classes online. We do not know what to expect in the coming months, but we have demonstrated that we are flexible, agile and can adapt to what comes next, keeping student needs at the forefront.

MISSION FULFILLMENT

Tillamook Bay Community College (TBCC) has defined mission fulfillment, both overall and within each Core Theme, as attaining 70% of all measures within the achieved or minimally achieved range. The achievement of each indicator is determined by comparing the current statistic with the threshold levels for each measure. These levels are:

🟢 Green – Achieved   🟡 Yellow – Minimally Achieved   🔴 Red – Not Achieved.

The Core Theme of Educational Excellence demonstrated an 81% achievement rate – down from the 87% last year. This drop is in part due to the transfer rate measure. This is the second year we have data for this measure, and we were able to set a threshold for it. Transfer rates dropped, putting us in the 'red'.

Tillamook Bay Community College
Strategic Plan 2017-2021
76% Mission Fulfillment Achievement Rate

| Core Theme: Educational Excellence (81% achievement rate)	2019-2020	(2018-2019)	Threshold	
EE1 - Students make consistent and timely progress toward their individual educational goals.				
EE1.1 Pre-College Math Course Completion	🔴 -3%	0%	>= 2pp Increase: Green, 0-2pp Increase: Yellow, Decrease: Red	*A drop from 68% to 65% passing rate.*
EE1.2 Term-to-Term Retention	🟡 73%	74%	>=75%: Green, 70% - 75%: Yellow, < 70%: Red	*1 pp decrease from previous year.**
EE1.3 Year-to-Year Retention - Full Time Students	🟢 68%	66%	>=60%: Green, 60% - 50%: Yellow, < 50%: Red	*2 pp increase from previous year.*
EE1.3 Year-to-Year Retention - Part Time Students	🔴 21%	28%	>=30%: Green, 30% - 25%: Yellow, < 25%: Red	*7 pp decrease from previous year.*
EE2 - Students exhibit successful completion of credit degrees, certificates, and/or licensing/certifications or transfer.				
EE2.1 Degree Completion - Full Time Students	🟢 38%	28%	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red	*Year-to-year increase in the % of students completing (26 of 69 full-time and 10 of 113 part-time students completed).*
EE2.1 Degree Completion - Part Time Students	🟢 9%	3%	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red	
EE2.2 Four-Year Transfer Rates	🔴 12%	**23%**	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red	*Cohort includes students with a transfer degree as their goal.*
EE3 - Students achieve student learning outcomes.				
EE3.1 Course Learning Outcomes	🟢 82%	77%	>=70%: Green, 60-69%: Yellow, <60%: Red	*Measured by the percentage of students assessed as 'competent' or 'advanced'. 98% of courses reviewed this year, compared with 90% in previous year.*
EE3.2 Program Learning Outcomes	🟢 80%	75%	>=70%: Green, 60-69%: Yellow, <60%: Red	
EE3.3 Institutional Learning Outcomes	🟢 80%	76%	>=70%: Green, 60-69%: Yellow, <60%: Red	
EE4 - Student needs are met through comprehensive support services.				
EE4.1 Textbook Savings to Students	🟢 $164,509	$157K	>= $150,000 annually: Green; $125,000 - $149,999 annually: Yellow; < $125,000 annually: Red	*Savings from the use of low or no cost educational materials.*
EE4.2 Use of Advising Services	🟢 88%	90%	>=80%: Green, 70-79%: Yellow, <70%: Red	*Percentage of students responding positively on survey.*
EE4.3 Awareness of Availability of Tutoring Services	🟡 70%	71%	>=75%: Green, 74-64%: Yellow, <65%: Red	
EE5 - TBCC fosters a safe and inclusive environment in which all community members are welcomed and supported, and all perspectives and contributions are valued.				
EE5.1 Faculty and Staff Perception of Climate	🟢 74%	64%	>=70%: Green, 60-70%: Yellow, <60%: Red	*Ratings of the climate as welcoming, supportive, safe, and inclusive.*
EE5.2 Student Perception of Climate	🟢 76%	77%	>=70%: Green, 60-70%: Yellow, <60%: Red	
EE6 - The College will develop a culture of using data to inform decision making and monitor student success.				
EE6.1 Data Capacity and Accessibility	🟢 91%	76%	>=80%: Green, 70-80%: Yellow, <70%: Red	*Percentage of staff rating data as accessible and used for improvement.*

** pp = percentage point

- EE1.1 Pre-College Math Course Completion – Completion rates for pre-college math dropped by three percentage points last year. This drop was driven by the spring term when all of our courses were online. We had learned that in-person learning was an important component of our ALEKS math curriculum and had implemented a required lab for all students. Obviously we were unable to continue the lab in spring and completion rates dropped to 48%, from an average of 70% for the rest of the year. The Office of Instruction will continue its work in this area in the coming year, developing more supports for students in an online environment as well as re-instituting the in-person lab.

- EE1.2 Term-to-Term Retention – Term-to-term retention dropped slightly last year, from 74% to 73%. We had a complete change in advising staff in the fall term, and as this team grows in experience, we expect retention to increase. College leadership determined that our WIG for 2020-2021 will be to increase term-to-term retention to 80%. Clearly, students who don't retain won't earn credits or complete, so it makes sense to focus on this early point in the process. We will introduce this WIG to staff and faculty at in-service, and discuss how the work of each team impacts retention. We will then monitor this measure and discuss our progress in winter term. There are a few strategies that have been implemented, and will continue in the coming year.
  - Student Services has implemented multiple contacts for new students to improve onboarding. Advisors contact new students after they register for their first term, at the end of week one of the term, and again in the middle of the term, to ensure they have the supports they need to succeed in their courses. Student Services is tracking the success rates of students in their first term as an SAO.
  - The Business Office is tracking the percentage of students who are unable to register, due to holds from a financial account balance for the previous term, as one of their SAO's. They have continued to increase their communications with these students and to create tools to help them. These efforts haven't shown success yet, with 9% of students showing a hold in fall of 2019, up from 8.4% the previous year.

- EE1.3 Year-to-Year Retention – TBCC is not retaining first-year students at a high rate. We saw an increase in the retention rate of full-time students (from 66% to 68%) and a decrease in the retention rate of part-time students (from 28% to 21%), but both rates can be improved. We believe that multiple advising contacts will impact this rate, as it will term-to-term retention. We are also developing improved internal reporting, so that advisors can more easily identify students who may have stopped out in previous terms, so they can be contacted to re-engage.

- EE2.1 Degree Completion – We set a WIG for 2019-2020 to 'double the number of graduates', which we achieved. Degree completion for full-time students increased from 28% to 38% and for part-time students from 3% to 9%. We recognize that degree completion is a lagging measure, and the reforms we've put into place in the last 2 years aren't likely causes of these gains. We need to focus our efforts on leading indicators of student success to consistently increase our completion rate.
  - Student Services are improving the accessibility and use of career education plans (CEP's). We know that students who have a clear plan are more likely to be successful, so advisors are ensuring that all students make a CEP during their first year and they are adjusted to accommodate part-time students. The team is monitoring this SAO each term and making CEP's available online.
  - We continued to implement Guided Pathways reforms, including improving the mapping of pathways, helping students to get on a path through mandatory advising as well as improving developmental education.
  - We build a dashboard of leading and lagging measures to provide more real-time feedback. Staff and faculty met quarterly to review these data and to discuss how each team's work could impact this goal.

- EE2.2 Four-Year Transfer Rate – This is the second year under the redesigned transfer rate measure. We found that transfer rate dropped from 23% to 12%. While we expect that this rate may fluctuate due to the small size of the cohort, we are

disappointed in the drop. We continue to implement efforts to ease the process of transferring to a four-year university. Student Services has a program for second year students to guide them through the process of graduating and this program can be expanded to include information for students on the financial challenges in paying university tuition. The college also participates in statewide efforts to align degrees across two and four year schools and to adopt major transfer map. These maps have been completed for only a few majors, with more coming over the next few years, and this should increase transfer rates.

- EE3 Learning Outcomes – Faculty and the Office of Instruction continue to strengthen the system for assessment of student learning outcomes. In 2019-2020, 98% of courses were reviewed and over 80% of students were assessed as competent or advanced for all three levels of learning outcomes. The Office of Instruction has done an excellent job of collecting these data. We are reviewing these data to improve student learning outcomes through the annual update process, which reminds faculty to review past data and make measureable progress. In the coming year, the Office will work to automate this labor-heavy process and to ensure that each program has student learning goals through the program review process. These data will be collected through our learning management system which will allow us to disaggregate outcomes by gender, race/ethnicity and other student characteristics.

- EE4.1 Textbook Savings to Students – The use of open educational resources (OER) continues, resulting in significant savings to students, over $164k in 2019-20. We will continue to promote the use of OER's, and have a three-year grant beginning in the fall to encourage more application and acceptance of OER by faculty.

- EE4.2 Use of Advising Services – Students continue to positively rate advising services. In 2019-2020, 88% of students rated advising services as available and sufficient to meet their educational goals. Given the staffing changes which occurred on this team, this is a strong result. The Student Services team continues to meet with students regularly and at prescribed points in the academic year. These ongoing supports for students are well-received.

- EE4.3 Awareness of Availability of Tutoring Services – As a part of our annual Student Climate Survey, we give students the opportunity to indicate their awareness and use of tutoring services. We found that 70% of students were aware of the four primary tutoring services, which include net-tutor (an online tutoring service), peer tutoring, the writing studio and the math studio. Efforts in the coming year will focus on expanding the tutoring program to provide training for tutors, increasing communications with staff and faculty about the availability of tutoring, and evaluating the effectiveness of the program annually. The Library and tutoring will be a central focus of the instructional in-service training this fall.

- EE5.1 Faculty and Staff Perception of Climate – For the third year, we have included a set of items to rate dimensions of the campus climate in the Staff/Faculty Climate Survey. Ratings increased noticeably from 2018-2019, and it seems to be due to increases in the ratings of the safety and inclusivity domains. We suspect that our efforts have impacted these ratings. We have increased the frequency and type of communications to the campus about equity and our values, including increased training for staff and faculty and communications from the College president about our commitment to creating an equitable environment on and off campus.

- EE5.2 Student Perception of Climate – The College uses the same 10 dimensions within the Student Climate Survey, and these ratings are used to create the same composite score. Student ratings remain above the green threshold.

- EE6 Data Capacity and Accessibility – Staff/faculty ratings of data accessibility increased to 91% this year, after a drop last year. This may be a result of a strategic project in the Office of Institutional Effectiveness. This work focused on expanding the ways in which data were shared, including the creation of our Student Success dashboard. This array of leading and lagging measures was shared with staff and faculty during quarterly discussions at all staff meetings. A central data site was created to share all data reports and to increase the accessibility of data for all.

The Core Theme of Economic Success achieved a 67% achievement rate in 2019-2020, which reflects the challenges faced due to the pandemic, and the College closure in spring term, which resulted in a decrease in FTE.

Core Theme: Economic Success (67% achievement rate)	2019-2020	(2018-2019)	Threshold	
ES1- The college programs and services support and advance local business growth through training and skill building opportunities.				
ES1.1 Customized Training	🔴 $0	$0	*>= $35k annually: Green; $20k - $34.9k annually: Yellow; < $20k annually: Red*	*Meaasure revised in 2018-2019.*
ES1.2 Quality Training and Business Advising	🟢 7.6%	7.0%	>=2.5%: Green; 1.5% - 2.49%: Yellow; <1.5%: Red	*Percentage of Tillamook County businesses served by the SBDC.*
ES2: College operations generate sufficient resources to support long term financial stability of the college.				
ES2.1 State Reimbursable Student FTE	🔴 -2.0%	5.0%	>3% increase: Green; 0-3% increase: Yellow; < 0% increase: F	*Decrease from 478 to 467 FTE in 2019-2020 due to Covid19.*
ES 2.2 Ending Fund Balance as Percentage of the General Fund	🟢 35%	39%	>=23%: Green; 15% - 23%: Yellow; <15%: Red	*Measure reflects EFB as a percentage of total expenditures.*
ES3: TBCC maintains its educational infrastructure to support effective teaching and learning.				
ES3.1 Instructional Infrastructure and Services are Appropriate to Meet Educational Goals	🟢 80%	89%	>=80%: Green; 70-79%: Yellow; <70%: Red	*Percentage of students responding positively on survey.*
ES3.2 Network Backbone and Hosted Services Uptime	🟡 98%	98%	>=99%: Green; 97-99%: Yellow; <97% Red	*Percentage of time that TBCC hosted online services are available*

- ES1.1 Customized Training – In past years, the College has provided training for local businesses through our Customized Training Program. Initially this program sat in the SBDC program, but due to capacity challenges it was moved into the Community/Continuing Education area. Launching this program requires marketing and outreach which are heavy lifts. We had two customized training courses scheduled before the pandemic, but these were cancelled. Local business will continue to feel the impact of COVID through the coming year, and training of this kind is expected to be a low priority for many. We plan to reconsider this program and revise this measure in our next planning cycle.

- ES1.2 Quality Training and Business Advising – The Small Business Development Center continues to grow its course offerings and enrollment, and served 7.6% of county businesses, 2.5 times the national rate. Tillamook County businesses appreciated having SBDC advisors available throughout the county not just in the SBDC office in the PRI building. Beginning in March 2020, the SDBC focused on serving businesses during the pandemic; helping them to secure capital, rethink marketing strategy and pivot delivery of services. January through April 2020, the SBDC office served as many businesses with disaster-related questions as were served the entire 2019 calendar year.

- ES2.1 State Reimbursable FTE – The College has continued to grow, and was on pace to exceed 500 FTE this year, before the pandemic and the move to online classes. Our dual credit courses, and most community and continuing education courses were cancelled due to quarantine restrictions. We moved quickly to provide free tuition to high school students in online courses and to save as many courses as possible, but we still saw a drop in spring FTE from 131 in 2018-2019 to 113 in spring 2019-2020. It is difficult to predict enrollment in 2020-2021, but enrollment in summer term has increased from last summer. We are working hard to enroll new students and to reengage students who stopped out last year. We are again providing free tuition to high school students, which will increase FTE.
- ES 2.2 Ending Fund Balance as Percentage of the General Fund – The College continues to budget carefully, and this is reflected in our success on this measure. The thresholds for this measure are consistent with Board policy, such that EFB should not fall below 15% of our expenditures (or into the 'red').
- ES3.1 Instructional Infrastructure and Services are Appropriate to Meet Educational Goals – The quality of educational infrastructure is assessed through an annual survey distributed to students. Unfortunately student ratings dropped from 89% to 80% positive. This maybe a reflection of the challenges that some students faced during the spring campus closure in which all courses moved online. While the measure focuses on classroom technology, it's reasonable that some student ratings may reflect their online experiences. IT maintained a laptop check out program which was heavily- used during the closure, as well as boosting the WIFI signal to the campus parking lot for those students without reliable connection at home. We remain concerns and will monitor this measure.
- ES 3.2 Network Backbone and Hosted Services Uptime – IT maintained 98% uptime in 2019-2020, consistent with rates in the previous year. IT focused on the replacement of network hardware. In the coming year IT has identified 'upgrading virtual hoses' as a critical strategic project.

The Core Theme of Leadership, Partnership and Community Engagement recorded a 71% achievement rate, based on the seven indicators.

Core Theme: Leadership, Partnership, and Community Engagement (71% achievement rate)	2019-2020	(2018-2019)	Threshold	
LPCE1 – The College Foundation provides opportunities for the community to contribute to student scholarships, programs, and services of the college.				
LPCE1.1 Increase in Resource Development	$220,047	$224,066	>=$100K: Green; $85-99K: Yellow; <$85K: Red	*Total contributions or donations made to the TBCC Foundation (excluding capital).*
LPCE2 –The college encourages employees and students to cultivate a commitment to civic engagement.				
LPCE2.1 Student Civic Engagement	22	39	>= 40 events: Green; 32-39 events: Yellow; < =31 events: Red	*Number of events that encourage civic engagement - impacted by College closure.*
LPCE2.2 Employee Civic Engagement	4	11	>= 12 events: Green; 9-11 events: Yellow; < =8 events: Red	
LPCE3 –The college partners with the community to expand opportunities for students.				
LPCE 3.1 High Quality Partnerships	78%	89%	>=80%: Green; 70-79%: Yellow; <70%: Red	*Annual survey of community partners and advisory groups*
LPCE 3.2 Dual Credit Course Participation	56%	57%	>=75%: Green; 50-74%: Yellow; <50%: Red	*Percentage of high school upperclassmen taking a Dual Credit Course.*
LPCE4 - The college promotes comprehensive and continuous advancement for all employees through professional development opportunities.				
LPCE4.1 Professional Development - Staff	97%	96%	Staff: >= 70%: Green, 50-69%: Yellow, <50% Red	*Participation in 2 or more training opportunities annually.*
LPCE4.2 Professional Development - Faculty	98%	72%	Faculty: >= 70%: Green, 50-69%: Yellow, <50% Red	

- LPCE1.1 Increase in Resource Development – The TBCC Foundation continues to support the College and exceed the green threshold. The Foundation nearly matched last year's total, despite cancellation of a fundraising event designed to support scholarships. The focus in the coming year will be on increasing support of scholarships, promotion of scholarships, fundraising efforts, and the implementation of the communication and stewardship plan.

- LPCE2.1 and LPCE2.2 Student and Employee Civic Engagement – The College values civic engagement and encourages students, staff and faculty to lead and participate in community events. We found a significant drop in the number of events for both students and employees, primarily due to the spring closure. Last year we developed an approach to defining and measuring civic engagement events. But in defining too narrowly we may have lost the essence of this objective. Our students and employees are engaged in the community in many ways that aren't reflected here. And we realize that while we are measuring this objective, we have no clear strategy or leadership driving it. Because it was everyone's responsibility it became no one's. In 2020-2021, our development director will lead each department in mapping civic engagement events that are planned to better identify and promote them. We also are discussing the revision of our strategic plan after this year and how better to assess this core theme. The College values engagement in the community but we need a better way to measure it.

- LPCE3.1 High Quality Partnerships – The College partners with a variety of industry representatives that help advise TBCC staff on our instructional programs. The

College holds quarterly meetings with these advisory committees for each of our Career-Technical Education (CTE) programs, as well as collaborative groups of representatives from local educational institutions. Positive ratings dropped from 89% to 78%. It is unclear why ratings dropped due to the nature of the survey, which is anonymous. We are unable to dig deeper and understand which advisory groups may have shown lower satisfaction. This clarifies for us that this measure isn't working the way we hoped. The data aren't useful because they can't be used to improve. This kind of survey process may work better at the department level as an individual survey for each advisory group. The groups could then review and discuss the data and determine how to improve. At the college-wide level though, this survey isn't useful. The question of where measures should sit in our organization will be an important one when we begin developing our new strategic plan.

- LPCE3.2 Dual Credit Course Participation – Participation in dual credit dropped only 1% which is remarkable given that nearly all dual credit courses were cancelled in spring term due to the pandemic. Spring is historically the term with the most dual credit courses, so this result reflects the tremendous work by the Office of Instruction to build relationships with local high schools and develop dual credit courses. Also this result doesn't include high school students who took courses at TBCC through our expanded options program. In spring term, we made enrollment free for high school students, which provided an important service for students. The Office of Instruction continues to build this program to a great success.

- LPCE4.1 and LPCE4.2 – We met or exceeded last year's rate of professional development for staff and faculty. The College continues its commitment to professional development for staff and faculty, demonstrated by increased budgets and an improved process for requesting professional development in 2019-2020. The Office of Instruction continued providing regular trainings for adjunct instructors and requiring that all faculty participate in professional development.

Overall, TBCC exceeded the green or yellow threshold in 76% of our 29 measures. The College achieved the green or yellow in 81% of the 16 measures in Educational Excellence, 67% of the six measures in Economic Success, and 71% of the seven

measures in Leadership, Partnership and Community Engagement. Our performance has dropped primarily due to the impact of the pandemic. Our spring closure and move to online courses negatively impacted enrollment and FTE, limited opportunities for civic engagement, and resulted in lower completion rates for developmental math courses. Although we did not achieve mission fulfillment based on our definition, we made good progress on many of the measures. We have a plan and strategic projects in place to address the measures which were 'in the red' this year.

PROGRAM AND SERVICE AREA REVIEWS

The College reviews each academic program and service area every three years. This review includes an identification of trends and challenges, an analysis of progress made toward meeting service area outcomes, and for academic programs a thorough review of enrollment and completion data. This is our review cycle:

Cohort A (2017-2018) (2020-2021) (2023-2024)

AREA	LEAD
Business Office/Store	Chief Financial Officer
Library	Director of Library Services
Student Services & Advising	Chief Student Services Officer
Ag/Natural Resources/Forestry/Animal Science	Chief Academic Officer
Business Administration	Chief Academic Officer
Healthcare: AAS, MA, Phleb, EMS, BHC (2023-2024)	Chief Academic Officer

Cohort B (2018-2019) (2021-2022) (2024-2025)

Advancement	Exec. Director of Development…
Facilities/Safety	Director of Facilities, Safety, HR
IT	Director of Info. Technology
Office of the President	President
ABE/GED/ESOL	Chief Academic Officer
Criminal Justice	Chief Academic Officer
MIT	Chief Academic Officer
Welding (2024-2025)	Chief Academic Officer

Cohort C (2019-2020) (2022-2023) (2025-2026)

Non-Credit Classes/Programs (Continuing/Community Education Contracted Training, NCTC)	Chief Academic Officer
Human Resources	Director of Facilities, Safety, HR
Institutional Effectiveness	Director of IR & Planning
SBDC	Director of SBDC
Office of Instruction	Chief Academic Officer
General Education & Transfer	Chief Academic Officer
Occupational Skills Training (2025-2026)	Chief Academic Officer
Agricultural Technology (2025-2026)	Chief Academic Officer

Below is a summary of each of the reviews completed this year.

NON-CREDIT CLASSES/PROGRAMS

The Community and Continuing Education and Customized Training Department joins TBCC in its mission of creating bridges to opportunity by providing quality education that serves the needs of our diverse community. This department does this by providing lifelong learning opportunities to the community, providing non-credit courses that help students enter a career or continue training in their career, through non-credit training certificates, driver's education partnerships and collaborating with the community to develop customized trainings specific to the needs of employees. The department accomplishes this through 1.5 FTE including one full-time Coordinator and one part-time assistant.

Continuing education will continue to develop more non-credit training certificates and increase outreach to Spanish speaking students. Community Education will work to increase awareness of the multiple online courses available through our online partners. Customized training will continue to build relationships with local business that may benefit from customized training. This work is not currently supported, so it will have to build organically or not at all.

The work of this department was profoundly impacted by COVID and the spring closure of the campus. This department has been a consistent producer of FTE for the College.

In 2018-2019, this department earned over 143 FTE. This figure dropped in 2019-2020 due to the pandemic closure, but was on pace to exceed the previous year. We have lost FTE, courses, and planned programs as a result. We hope to build them back, but this will be a significant challenge.

HUMAN RESOURCES

The Office of Human Resources oversees a variety of procedures and responsibilities as they pertain to personnel and students, who make up the TBCC campus community, under the direction of the College President. These processes and duties are performed, monitored, documented, and maintained by the Human Resources Support Specialist and the Director of Human Resources. Essential functions of the department include:

- Conducting processes related to the recruiting, hiring, and onboarding of new employees
- Tracking progress during the new employee trial period
- Managing annual employee evaluations and position reviews
- Maintaining current personnel files
- Arranging annual and ongoing employee trainings in consultation with campus departments
- Selecting and overseeing employee benefit plans and enrollment
- Counseling of employees and supervisors on matters pertaining to H.R., and personnel issues, including disciplinary matters
- Conferring with legal counsel when needed
- Coordinating end of employment process
- Overseeing OFLA/FMLA leave, FFCRA leave, and other leaves of absence
- Coordinating Title IX responsibilities, and matters under the Violence Against Women Act
- Responding to inquiries regarding any areas of responsibility related to

H.R.

Hiring a fulltime Support Specialist has and will make a significant impact on the work and efficiency of the HR department but we have yet to take full advantage of this position. COVID-19 claimed many hours from this position, and continues to do so with daily responsibilities related to COVID.

Over the past few years, HR has refined the hiring, and onboarding process for all positions. While we have developed a consistent process, recently it has become important to complete the onboarding process and get adjunct faculty in the College database and assigned to a class in time for the publishing of the class schedule each term. The process also tracks the distribution of information and documents needed by other departments to accommodate IT and Payroll, Moodle. This will require discussions with a few departments to determine how to modify/expand the current process to meet different needs and timelines.

A goal of the College is to increase the diversity of staff and faculty to reflect the demographics of the student population and the community at large. A team is in place to look at how this might be achieved in light of basic challenges faced by a small college in a small rural community.

We are confident the additional staffing will enable the Human Resources to complete some lingering projects as well as enable the department, and College, to undertake the work we feel is important and valuable to the campus community as a whole.

THE OFFICE OF INSTITUTIONAL EFFECTIVENESS

Under the direction of the President, the Office of Institutional Effectiveness provides leadership and strategic decision-making as a part of the College's Leadership Team. The Office provides decision-support for institutional planning, policy development, accreditation, and quality improvement, through the creation and management of

reliable data systems. The Office coordinates the development of the college's strategic plan, including designing and tracking planning metrics, and communicating these with the campus community.

In 2020-2021, TBCC will be preparing our seven-year accreditation self-study, in preparation for our evaluation visit in the fall of 2021. The new standards place greater emphasis on using data to identify equity gaps in student achievement, which raises three areas of need for the Office:

- o While we have created and shared a variety of reports and dashboards to promote understanding, we haven't published these on our website. It is absolutely necessary that we are transparent to the community about our effectiveness and our continuous improvement efforts.
- o We spent a good deal of 2018-2019 collaborating with the Data Team to design measures of student success that are valid for our unique student populations. But we must also be able to compare our performance with similar regional and national peers. We need to select key indicators for TBCC, identify peer comparators and create data visualizations that help all stakeholders understand our impact. We have developed a set of student success indicators and shared those with staff and faculty, but we need better disaggregation of data.
- o Our Student Success Dashboard displays our important indicators and is used by staff and faculty to monitor our progress. But this tool relies on outdated technology and doesn't allow users to manipulate the data to understand inequities. The dashboard is time-intensive and requires a great deal of capacity to build and maintain. Given the increasing demands of the standards, our preparation for the seven-year visit and the limited capacity of the Office, clearly better data visualization tools and processes are needed.

It is clear that 20-21 will be a busy year for the Office, with accreditation preparation being the primary focus. But the requirements of the new standards provide an

opportunity and a framework for our efforts. The Office will focus on improved data reporting which identifies our equity gaps and we will share those broadly and transparently on our website. Our focus this academic year will also include benchmarking and developing a process for meaningful comparison to similar institutions. The Data Team, Leadership and the Office will initiate a process for selecting key indicators to benchmark, selecting peer comparators and engaging staff and faculty in these discussions. Lastly, the Office will begin a process of identifying our needs around technology and infrastructure, in collaboration with IT. In the spring we hope to identify solutions and begin to seek funding.

SMALL BUSINESS DEVELOPMENT CENTER

The Tillamook Bay Community College (TBCC) Small Business Development Center (SBDC) is part of the Oregon Small Business Development Center Network (OSBDCN). OSBDCN has 19 centers in Oregon. Seventeen are affiliated with the community colleges and 2 are affiliated with universities. SBDC's are part of a nationwide program established by the U.S. Small Business Administration (SBA) in 1983 to provide free confidential business advising and low-cost training to small businesses. According to Reference USA, Tillamook County has approximately 2,000 businesses that would be considered small by SBA guidelines. Funding for the SBDC is provided by SBA, the Oregon Business Development Department (OBDD) and TBCC. Business assistance covers all aspects of operating a successful venture from startup to exit strategy. The SBDC supports TBCC in the areas of community engagement and non-credit FTE generation.

The COVID-19 pandemic has negatively affected the small business community exponentially. The Tillamook County economy is largely driven by travel and tourism. Restaurants, retail stores, hotels and events were all shut down mid-March and will be reopening in phases as the pandemic runs its course. As a result, the SBDC has been extremely busy, seeing as many clients in the first 4 months of 2020 as were seen in the whole year of 2019. The SBDC director participates in multiple calls each week with partners to help develop resources to assist businesses. New training

programs to address disaster assistance, recovery and resilience are in development. According to the Oregon Employment Department unemployment in Tillamook County jumped from 4.1% in March to 18.7% the end of May 2020. A national survey done by the Association of Small Business Development Centers (ASBDC) estimates 30% or more of small businesses will fail because of this disaster. Program income revenue is down due to training offered at no charge to assist the business community. A Ford Family Foundation grant was submitted May 22nd to help cover costs. It is anticipated disaster assistance work will be the primary service delivered by the SBDC for the next 2 years.

THE OFFICE OF INSTRUCTION

The Office of Instruction oversees the operation of TBCC instruction, under the direction of the College President. This work is accomplished through the Technicians, Program Coordinators and Specialists, Dean of Career Technical Education (CTE), Dean of Academic Partnerships, faculty (both regular and adjunct), tutors as well as the Vice President of Instruction. The work is completed through the shared governance that exists in faculty meetings, staff meetings and curriculum meetings as well as through College Council and college Leadership meetings. The Office of Instruction is responsible for providing the quality education for our diverse community. The Office of Instruction has 20 full time employees (1 FTE) of which 2 are part-time staff (.50), 9 are regular faculty (1 FTE), 64 are part-time faculty, 27 are dual credit instructors, and 6 are tutors.

The Office of Instruction at TBCC is unique due in part to the size of TBCC. Employees all wear various "hats" and typically do more than one job. A key focus of the office is being aware of industry and student needs. We have multiple programs with competing interests and unique challenges. Staying abreast of instructional best practices is key for developing transfer degrees/certificates, and to develop skilled employable graduates. The key work of the Office of Instruction includes college curriculum and educational programs,

instructional quality and assessment, and improvements in student learning (e.g. Guided Pathways, Developmental Education re-designs, Career Work Experiences, etc.).

In the past review period TBCC has stood up eight degrees and ten certificates and taught-out one degree and one certificate. Every year instruction is required to review all degrees and certificates which we do through the faculty led curriculum committee. We are also required to review courses every three years, also done through curriculum committee. In the past review period curriculum committee has developed policy, developed procedures, clarified degree expectations, clarified general education requirements at each level of degree, reviewed all programs (twice) and reviewed 100% of course CCOGs (Course Content and Outline Guides). The Office of Instruction has advisory committees for all proposed and existing CTE degrees/certificates in order to maintain quality input and technical expertise.

TBCC's Student Learning Outcomes Assessment process is made up of three components; course learning outcomes (CLO), program learning outcomes (PLO) and institutional learning outcomes (ILO). Courses build skill and content mastery, and they accumulate in program mastery. Courses are mapped to programs, and programs to institutional learning outcomes. Every program must be designed so that all classes, cumulatively, result in mastery of both Program Learning outcomes and Institutional Learning Outcomes. Each faculty member works on individual course improvement. Each time a class is taught they measure outcomes, collect student feedback (via student surveys), and assess themselves. They document what will be done differently next time. The Online Technician sends them their stored data prior to re-teaching the class so that they can reflect on selected changes during the next re-teaching. Each course is assessed on an ongoing basis, the loop is closed, and new goals for improvement are set. Faculty and staff are reviewed annually through the Office of Instruction and course evaluations are also administered for every class each term. In the past review period student

learning assessment has increased from collecting data on 22% of our courses to 93% in collection and completion.

The Office of Instruction is also concerned with accreditation and improvements in student learning (e.g. Guided Pathways, Developmental Education re-designs, Career Work Experiences, etc.). Achievement of all student learning outcomes have increased by approximately 20% (see SLO Report in Appendix 2). Over the past review period this work has also included applying for and leading the Guided Pathways grant, outreach to community corrections students, expansion of dual credit/Expanded Options FTE, streamlining of developmental math, increasing professional development for faculty, adding Cooperative Work Experience (CWE) to all CTE degrees and adding quality student support services. These goals will continue. Department Service Area Outcomes (SAO) include continuing to grow programs, increasing student learning, minimizing student barriers and continuing Guided Pathways work. Specifically, through strategic projects, these incude working on and improving student learning outcomes over time, improving developmental education paths, increasing the quality and awareness of student supports, and building inclusive practices into classroom instruction.

GENERAL EDUCATION DEGREES

TBCC offers a variety of certificates and degrees that can help lead to living wage jobs and advancement in a variety of fields. Each degree and/or certificate has a recognizable core of general education. General education helps move the mission of the college forward through the commitment of lifelong learning and development of educated citizens and through leading toward career and educational advancement. The purpose of this program review is twofold. First, is to evaluate, set goals and improve our General Education programs which consist of the Associate of Science (AS), Associate of Arts Oregon Transfer (AAOT) and the Associate of General Studies (AGS). Second, it is to assess, set goals, and improve upon our general education program outcomes. The AAOT, AGS and AS degrees are unique in that their learning

outcomes, at the program level, are the system-wide general education outcomes set by the state (Arts and Letters, Cultural Literacy, Mathematics, Science/Computer Science, Social Science, Speech/Oral Communication, Writing and Information Literacy). Their institutional learning outcomes are the same as all other programs at TBCC (Lifelong Learning and Professional Competence, Communication, Problem Solving and Cultural Awareness). While we have limited control over revising these outcomes at the current time, we do have the ability and responsibility to measure, review, and improve student performance on these outcomes and set programmatic goals. Each of these three degrees, though they have the same program learning outcomes, are unique. Specifically:

1. The AAOT is an opportunity for students to complete all lower division degree requirements for any Oregon public baccalaureate degree program and seamlessly transfer with junior status in general education.

2. The AS is also designed to provide students the foundation for transfer, but it does not guarantee that students will have met all of the lower division degree requirements of any Oregon public baccalaureate degree program. However, it does allow for more degree flexibility which is valuable to students who do not elect to transfer or elect to transfer to schools other than an Oregon public institution of higher learning.AS degrees are aligned with universities and students can transfer with junior level in the aligned major.

3. The AGS is the most flexible degree offered at TBCC, but it also does not guarantee that students will have met all of the lower division degree requirements (general education or of an aligned major) of any Oregon public baccalaureate degree program. It is useful for aligning with out-of-state institutions or uncommon majors/programs.

4. The state is currently developing Associate of Arts Transfer programs (AA-T) and that will be added here during the next program review. We do not currently have these programs and will not until 7/1/20.

Tillamook Bay Community College's (TBCC) General Education review looked at the AAOT, the AGS, the AS and the General Education Program Learning Outcomes which exist in Reading/Writing, Communication, Social Science, Science and Math. These degrees, and general education outcomes, are important to all students and exist in every degree/certificate over 44 credits in length. The process has been difficult to measure, historically, because of the amount of SLO data completed. Over the past three years great strives have been made and now 80-90% of CLO's, PLO's and ILO's are gathered for every single course regardless of modality taught. This is a huge accomplishment! Additionally inter-rater reliability has improved, though it is not yet where we would like to see it. An additional success is that all of this data has resulted in significant course level improvement. We will continue to work on course success and are taking a particularly in depth look at D/F/W courses and looking at increasing student success in those courses. We have additional work to do in program and institutional level student outcome work. While Math and the Arts and Letters show overall improvement, Writing, Science and Social Science need more work. General Education program learning outcomes were achieved at lower percentages than all other program learning outcomes and we need to improve this. We also need to work on the retention and completion of all students, but particularly part-time students. This is a significant challenge because life issues often get in the way for these students. Nonetheless, we have started looking at what we can do in this area. We have formed a sub-group of Curriculum Committee (the Assessment Group) and we will continue digging into these issues in depth in the coming years. There are areas of strength to capitalize on and those include first to second term completion and staffing/faculty levels in most areas. Additionally, we have added a graduation survey to assess student achievement of ILO's and Gen Ed PLO's in an indirect way. Over the next three years we will focus on more specific direct measurements.

SUMMARY AND NEXT STEPS

Overall, TBCC exceeded the green or yellow threshold in 76% of the 29 measures and in two of three Core Themes. Our achievement rate for the Economic Success Core Theme decreased from 83% to 67%, due to the drop in FTE and the capacity limitations

in building customized training. We are reconsidering the customized training measure, but we expect that FTE will grow in the coming year.

This year was a challenging one. The upheaval caused by the pandemic was felt by everyone. College employees rose to the challenge, shifting procedures and plans, learning new skills and approaches, and excelling in new ways. We are succeeding in this 'new-normal' because we are keeping students at the center of our responses, and we always act in ways that put student needs first.

The College has experienced success this year. We exceeded our goal of doubling the number of graduates and we were able to maintain FTE and student enrollment, despite the move to online classes. A driver in our success is our commitment to using quality improvement processes in our department-level work. In 2018-2019, we established SAO's and assessment in each team, so the structure was there to evaluate our efforts and to use data to assess our progress. Our goal for the coming year is to increase retention and we are collaborating across the College to identify the ways that each of us impacts retention. These individual and collective efforts will certainly have impact. We will use data to monitor our progress at every all-staff meeting so we keep this goal front and center.

As we move into the academic year and prepare our seven-year study, we recognize that we need a deeper understanding of our equity gaps. Our analyses demonstrate that students of color (LatinX) typically outperform white students academically, earning certificates and degrees at a higher rate. To better identify students at risk of dropping out, we need to understand our student demographic data at a deeper level. Characteristics like gender, income and first-generation status may be better predictors of academic performance. We are in the midst of these analyses, and our findings will shape the conversations we have at the College about how to support all students to succeed.
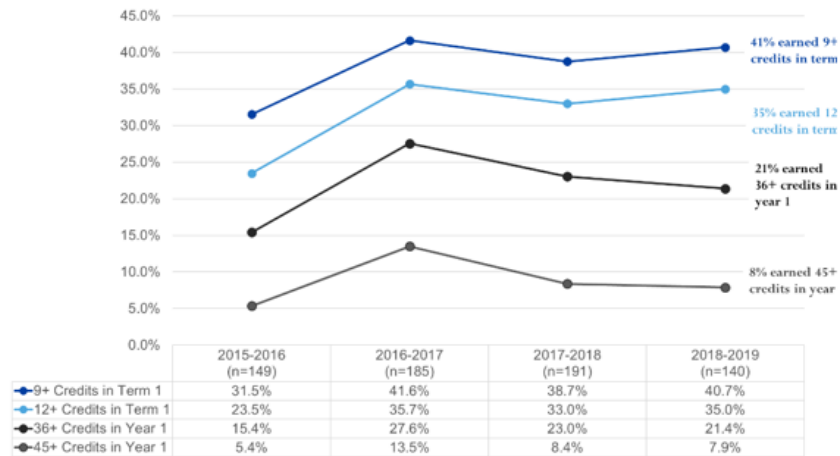
Metric 1: Annual Retention
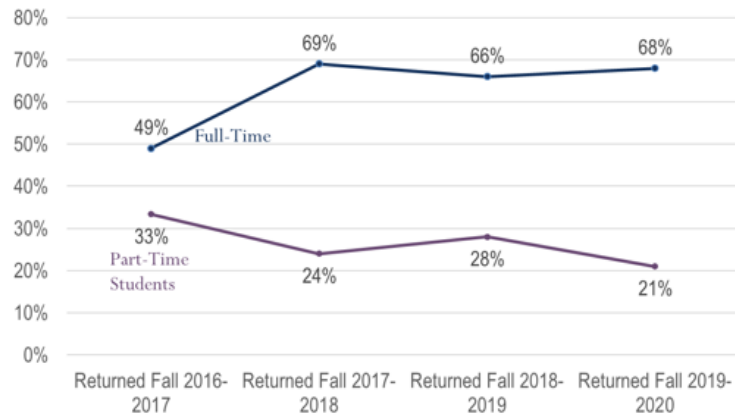
This measure includes students new to the college in the fall term.

Metric 2: Credit Momentum

	2015-2016 (n=149)	2016-2017 (n=185)	2017-2018 (n=191)	2018-2019 (n=140)
9+ Credits in Term 1	31.5%	41.6%	38.7%	40.7%
12+ Credits in Term 1	23.5%	35.7%	33.0%	35.0%
36+ Credits in Year 1	15.4%	27.6%	23.0%	21.4%
45+ Credits in Year 1	5.4%	13.5%	8.4%	7.9%

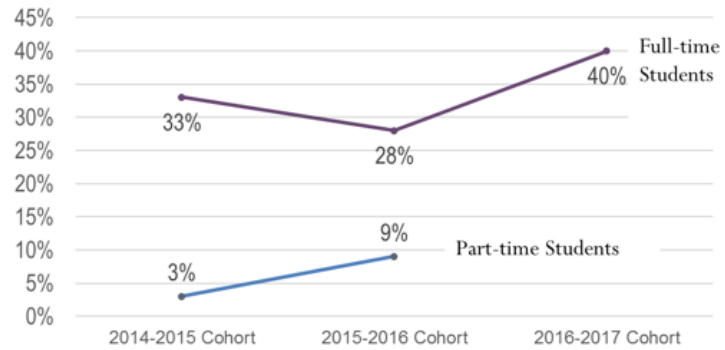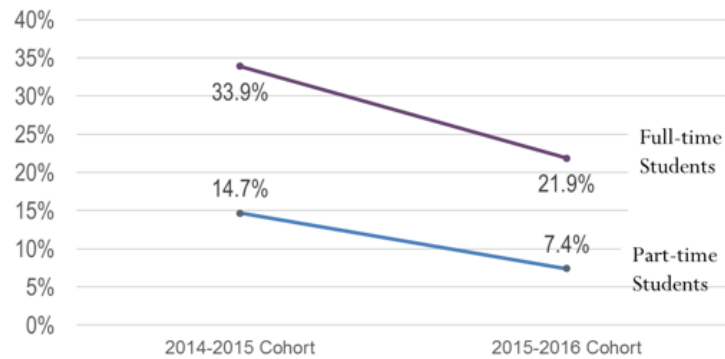## Metric 3: Gateway English Momentum
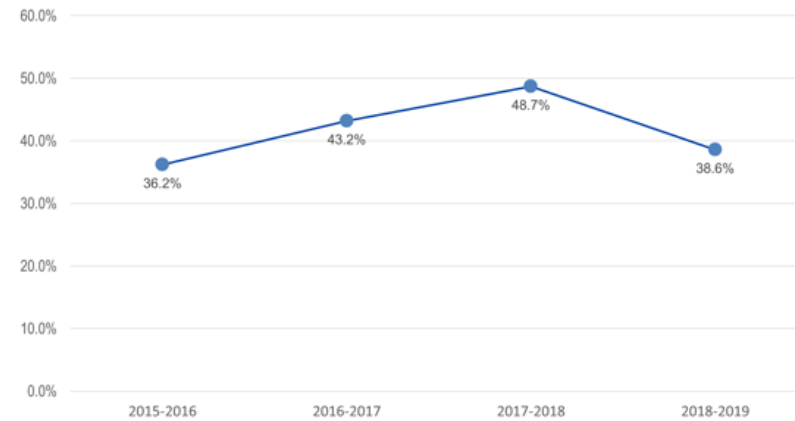
Metric 4: Gateway Math Momentum
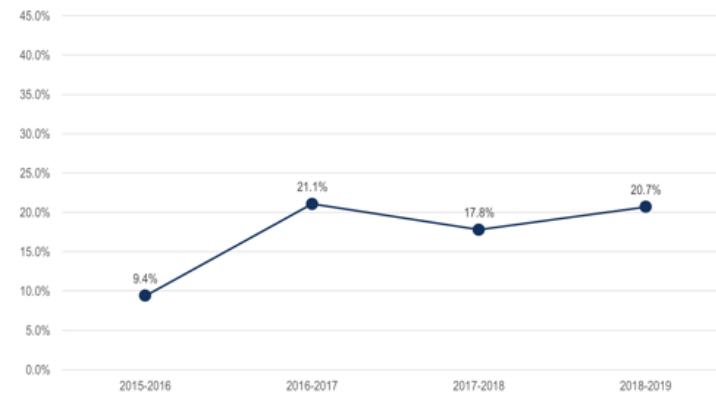
Metric 5: Graduation Rate

Metric 6: Transfer Rate

- The transfer rate dropped from 23% for the 2014-2015 cohort to 12% for the 2015-2016 cohort.

Tillamook Bay Community College (TBCC) has worked consistently on Student Learning Outcome Assessment. In 2013, when TBCC achieved its own independent NWCCU accreditation, and split from Portland Community College, faculty wrote new Course Content and Outline Guides (CCOG) and ensured all courses had Course Learning Outcomes (CLO), Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO). Over the next few years faculty measured these outcomes on paper forms and engaged in the work of mapping all outcomes to ensure that all students could achieve all outcomes when their program is completed at TBCC. Additional work includes each CTE advisory board reviewing learning outcomes, key assignments

> **Institutional Learning Outcomes (ILO)**
>
> - Highest level aspirations, what students should exhibit at the end of their time at TBCC
> - Align to values and core themes
> - Measured: (a) end of every course; (b) program review; and via (c) Graduation Survey (new)
>
> **Program Learning Outcomes (PLO)**
>
> - What students should achieve as a result of completing their program
> - Measured: (a) end of every course; (b) program review; and via (c) Graduation Survey (new)
>
> **Course Learning Outcomes (CLO)**
>
> - What a student should achieve at the completion of their course
> - Measured: (a) end of every course; (b) course evaluation survey

developed and tied to course learning outcomes, program review which is well underway (measures all student learning outcomes and sets program goals), and the identification of barrier courses (defined as courses with the highest D, F and/or Withdraw rates) which have goals set for improvement.

In the past year, 2019-2020, TBCC has continued to work on assessment. A more simplified outcomes tracking process has been developed in Moodle (which is a tool faculty already use). After each course all faculty, regardless of modality or location, measure all student learning outcomes including course learning outcomes, program learning outcomes and institutional learning outcomes directly in Moodle and this information is rolled over (into the Moodle shell) the next time the course is taught. This process was piloted in Summer 2020 and will fully launch in Fall 2020. Until then, paper

assessment forms have still been collected and tallied to ensure progress on student learning assessment does not stop.

For the 2019-2020 academic year 93% of all student learning outcomes (Course Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes) were measured directly by faculty. This is up from 22% (16-17), 22% (17-18), and 77% (in 18-19); a gain of 71% overall and 16% over last year alone. The breakdown of measurement per term is as follows; 90% of courses in fall, 93% of courses in winter, and 96% of courses from spring were measured. Our completion goal was met and we will now focus on maintaining this impressive progress.

Starting in 2019-2020 a graduation survey that measures institutional learning from the student perspective was added to the graduation application process. In 2019-2020 34% (14 of 44) of our graduates completed this survey. Of those graduates who responded, 100% stated "very much so" in response to the question, "Too what extent did you achieve your goal at TBCC?" Results for Institutional Learning Outcomes are as follows:

To what degree did you achieve the following during your time here at Tillamook Bay Community College?	Emerging (defined with examples)	Developing (defined with examples)	Competent (defined with examples)	Advanced (defined with examples)
Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide independent development, and adapt to new situations.	7% (1)	0	43% (6)	50% (7)
Students will effectively communicate, in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas	0	14% (2)	43% (6)	43% (6)
Students will effectively orally communicate thoughts in a clear,	0	0	79% (11)	21% (3)

well-organized manner to persuade, inform and/or convey ideas.				
Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgement based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study.	0	0	50% (7)	50% (7)
Student will demonstrate respect, honesty, and ethical principles by understanding and appreciating differences in cultures and behaviors.	0	0	21% (3)	79% (11)

While we are very pleased with the initial results, there is room for improvement. It was interesting to see that students agree that writing is the area in need of the most improvement. This is in keeping with the General Education program review conducted in 2019-2020. We have set specific writing targets as a result (e.g. writing across the curriculum, ensuring students complete the writing sequence once started, and writing faculty meetings to norm and compare assessment results). Our goal will be to increase the percentage of student responses in future years and increase our performance on these goals.

As mentioned above, PLO's and ILO's are measured both directly and indirectly. In the past year rubrics to measure ILO and PLO achievement have been developed and used. They continue to need refinement, training and standardization. CLO's are also measured both indirectly and directly. Faculty measure student success of course learning outcomes based upon performance on selected assignments in each course (direct measurement), and this rolls up into a compilation score in the assessment database (an indirect measure). Feedback is also gathered from students on course evaluation forms after each course which faculty then review and use for improvement. Faculty also set goals for improvement in each course, each time it is taught. This data rolls into the shell the next time taught so faculty can prep the course with the previously

set goals forefront in their minds. These actions serve to close the loop and re-start the ongoing cycle of improvement.

Overview of Total Achievement of Student Learning Outcomes from 2019-2020:

	2017-2018	2018-2019	2019-2020
Course Learning Outcomes	77%	63%	80%
Program Learning Outcomes	75%	60%	80%
Institutional Learning Outcomes	76%	58%	82%

General Education Results Specifically;

	2017-2018	2018-2019
Course Learning Outcomes	77%	63%
Program Learning Outcomes	75%	60%
Institutional Learning Outcomes	76%	58%

 *declining achievement of CLO/PLO/ILO in General Ed courses overall

ARTS & LETTERS (includes COMM)

CLO achievement in all classes: 74.62% (competent and above)

PLO achievement in all classes: 70.34% (competent and above)

ILO achievement across all classes: 74.55% (competent and above)

RDWR

CLO achievement in all classes: 62.22% (competent and above)

PLO achievement in all classes: 60% (competent and above)

ILO achievement across all classes: 61.11% (competent and above)

WR

CLO achievement in all classes: 49.31% (competent and above)

PLO achievement in all classes: 53.64% (competent and above)

ILO achievement across all classes: 54.81% (competent and above)

SCIENCE

CLO achievement in all classes: 61.35% (competent and above)

PLO achievement in all classes: 52.87% (competent and above)

ILO achievement across all classes: 55.03% (competent and above)

MATH

CLO achievement in all classes: 79.74% (competent and above)

PLO achievement in all classes: 76.99% (competent and above)

ILO achievement across all classes: 73.35% (competent and above)

SOC SCI

CLO achievement in all classes: 75.99% (competent and above)

PLO achievement in all classes: 67.23% (competent and above)

ILO achievement across all classes: 64.81% (competent and above)

General Observations from this year;

- General Education program learning outcomes were achieved at lower percentages than all other program learning outcomes. As a result general education faculty really dug into this on the General Education Program Review. Aggressive goals were set. For example; consistent final exams across all sections of math, increased evening tutoring, sequenced courses in math and writing, re-developed ECON, HST and CG 100 courses (see Long Term Vision for additional details).

- In general, regular faculty scored significantly lower on student outcome achievement than adjunct faculty of all types. Adjuncts scored similarly across modality (online, dual credit, onsite). We will be working on norming for consistency in this upcoming year.

During the 2020 in-service faculty decided which two ILO's would serve as our themes for the year. These now alternate (2021) and this next year we will be focusing on;

1. Lifelong learning and Professional Competence: Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide independent development, and adapt to new situations.
2. Communication: Students will effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas

All faculty have divided their program learning outcomes so that each PLO is measured at least once prior to the next Program Review. 100% of all department chairs measured the program outcome selected for this year. Results for this year are as follows;

PLO	Courses Measured	Aggregated Results	Analysis & Goal Setting
MIT: Demonstrate the technical knowledge and skills necessary for industrial/manufacturing systems.	APR 122 ELT 125 IMT 230 WLD 112	86% of students achieved this PLO.	Students struggled most in IMT 230. Dean will work with faculty to improve success in this course/assignment.
MIT: Apply correct mathematical and scientific principles necessary to a mechanized production environment.	IMT 103 APR 123 GT 106 APR 223	98% of students achieved this PLO.	Very pleased with results of this.
CJA: Demonstrate professional integrity by applying ethical principles of criminal justice policies, practices, and evaluation of their implications.	CJA 114 CJA 243 CJA 210 CJA 245	93% of students achieved this PLO.	While pleased with the results, this study revealed that we may need to do a better job aligning measures to PLO.
CJA: The outcome emphasizes the statutory and constitutional rights of people. It draws the line on what is ethical and legal.	CJA 210 CJA 280	100% of students achieved this PLO.	Excellent

AG/NR/FOR: Describe ecological processes, including human impacts that influence ecosystem change, natural succession and the future sustainability of natural resources.	FOR 251 FOR 111 FOR 240 FOR 251	Land Agency Agreement- 100% success Day of Service Essay- 90% achieved, but at an average of "C".	Will set goal to improve Day of Service Essay and increase these application assignments throughout.
BUS: Social Skills: Work effectively and ethically within a diverse business team.	BA 206 BA 277 BA 285 BA 290	Students in both BA 206 and BA 285 communicated deeper awareness for diversity issues in the workplace. Students in BA 290 demonstrated higher levels of performance (as would be expected of a capstone course).	Will set goals to more specifically measure PLO's throughout the program review process next year.
BUS: Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions.	BA 101 BA 177 BA 211 BA 212 BA 223 BA 250	Most of the students were successfully completed at a "C" or higher, however, there is room for improvement.	In BA 223 students will complete/peer evaluated survey results- leading to deeper thinking and in BA 250 will have forum

NOTE: We will be working towards more quantitative data measurements over the next year.

Goals 2019-2020:

1. Achieve 90% measurement of all SLO's.- MET
2. Add graduation survey that directly asks students their achievement of PLO's and ILO's.
3. Improve the selected ILO's.- MET
4. Improve PLO's determined by faculty for that upcoming year- measured annually and changed every three years on program reviews (closing the loop on PLO work).- MET
5. Continue to map achievement over the entire curriculum. – MET

Goals 2020-2021:

1. Will offer at least one training on norming assessment across departments for increased consistency.
2. Improve response rates on the graduation survey.
3. Continue to ensure that all SLO's are measured during each class. This year utilize the new system to analyze SLO results by population (e.g. age, gender, ethnicity and first generation status).
4. Improve outcome achievement in writing as measured by the graduation survey, course pass rates, and writing department Annual Program review Update Form.

The strategies for achieving these goals are outlined in the Academic Long Term Vision plan that exists for all departments and is reviewed at least bi-annually with all full time faculty and Instructional staff.

Overall, we are very pleased with the progress made over the past year and look forward to further improvement.