

TBCC Service Area Review Template 2019-2020

- I. Program/Service Area Description – The Community and Continuing Education and Customized Training 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 in several important ways;
 - a. Community Education for lifelong learning in our community. These courses include hobby, recreation, and workforce development.
 - b. Continuing Education provides non-credit courses that are designed to help students enter a career or continue training in their chosen career field. For example, the Continuing Education department provides opportunities for Oregon Licensed Teachers to earn Continuing Education Units (CEU) or Professional Development Units (PDU) through our online partner, VESi, to retain their teaching license. TBCC Continuing Education department also records and provides CEU's for local businesses upon request.
 - c. Non-credit Training Certificates (e.g. Phlebotomy)
 - d. Driver's Education partnerships
 - e. Customized Training which requires working with local businesses and agencies to provide customized training specific to the needs of their employees or volunteers. An example would be a training on Compassion Fatigue to the Rinehart Clinic, a LEAN training for the Tillamook Creamery Association or an Excel work shop for the PUD.

II. Program/Service Area Details

This department accomplishes the above through 1.5 FTE which consists of one full-time Community & Continuing Education Coordinator and one part-time Community & Continuing Education Assistant. The duties are divided as follows;

- a. **JoAnn Critelli**, Community & Continuing Education Coordinator
 - Develops ideas for new continuing education classes and works to grow the program each year
 - Explores new non-credit training certificates (e.g. Phlebotomy, Medical Assisting, Personal Care Assistant and more)
 - Coordinates with contracted Driver Education instructor
 - Develops ideas for new community education classes and works to grow the program each year
 - Creates and fosters partnerships with businesses and other local entities (e.g. YMCA, NCRD, Adventist Health) to create, promote and partner on courses

- Market the Customized Training opportunities to businesses throughout Tillamook County and grow contracted trainings each year.
- Work with faculty, external consultants and college facilitators to help develop and deliver high quality customized training courses at the college and/or at employer or other training sites.
- Network and interact on a regular basis with employers as well as business and industry organizations to assess trends, develop credibility, and discover training opportunities.
- Work with Marketing Specialist to develop marketing materials to share with local businesses about customized/contract training opportunities.
- Create responsive and timely training proposals for presentation to area employers.
- In a timely fashion secure resources necessary for specific training activities including instructors, training sites, and curriculum.
- Work with our faculty and the companies and industries, develop list of potential training topics and instructors for courses offered on a scheduled basis targeted at the current workforce.
- Tie the training topics and subjects into a professional development emphasis that will enhance and grow the companies and industries involved.
- Overseeing the community education, continuing education, contracted training and driver's education budgets
- Development of Program Review for the Community Education, Continuing Education and Customized Training department
- Market and promote classes
- Respond to student/instructor complaints
- Work closely with the Small Business Development Center and academic departments to meet otherwise unmet needs
- Manage Castle Branch procedures across multiple programs following policies and procedures
- Oversight, operation and growth of the entire Community Education, Continuing Education and Customized Training department
- Familiarity with the community education, continuing education, contracted training and driver's education budgets
- Maintain records for accreditation as required
- Assist with distribution, compilation, and archiving of student course evaluations for programs of responsibility
- Oversee the tracking of all customized training/CE courses at the college and keep data on enrollments, FTE, student learning, and satisfaction of participating businesses as applicable
- Oversee the tracking of all the trainings and FTE being generated and

share information with the Institutional Planning and Research Analyst as necessary

- Recruit and hire Continuing and Community Education instructors
- Oversees training, compliance/accountability, and evaluation of adjunct instructors in the community education department
- Ensure that community education instructors meet the same level of qualifications, preparation, and guidelines as academic adjunct instructors
- Represent TBCC as requested with local, state, and other groups as requested

b. Brian Lehman, Community & Continuing Education Assistant (Position eliminated 5/2020, plan to bring back in support of truck driving)

- Develop ideas for new continuing education classes and works to grow the program each year
- Develop ideas for new community education classes and works to grow the program each year
- Assist with marketing and promotes classes
- Assist with registration information as needed
- Manage phone and inquiries
- Prepare course packets for faculty as needed to deliver the course in an efficient manner (copies, syllabus, evaluations)
- Track and maintain partnership contracts and MOU's
- Familiarity with the community education, continuing education, contracted training and driver's education budgets
- Enter data for CED/CEU course and instructor information in Catalog and Schedule
- Build Courses in Jenzabar
- Create systems for ensuring classes are built in WebForms and approved by the state for delivery.
- Create payment sheets for CED classes
- Assist with the Program Review of Community, Continuing and Contract Training department
- Assist with the oversight, operation and growth of the entire department
- Maintain records for accreditation as required
- Assist with distribution, compilation, and archiving of student course evaluations for programs of responsibility.
- Track all customized training/CE courses at the college and keep data on enrollments, FTE, student learning, and satisfaction of participating businesses as applicable
- Track all the trainings and FTE being generated and share information with the Institutional Planning and Research Analyst as necessary

III. Service Need (Data is a compilation of TBCC specific and Oregon Association of Community and Continuing Education (OACCE) data)

a. Strengths:

- View non-credit as a pipeline to credit instead of competition
- Meets an important goal of community colleges to provide enrichment and personal/professional development of the community via courses and programs.
- Engagement: TBCC currently partners with a number of local organizations (e.g. YMCA, Adventist, NCRD).
- The Community Education Coordinator is building more partnerships with local agencies offering educational classes to the community. In exchange for housing the course/registration, TBCC advertises classes in quarterly schedules such as the recently added Early Childhood Education Training offered through NWESD.
- In addition to the quarterly mailed course schedules, flyers for upcoming Community Education classes are distributed throughout the county using the Tillamook County Library inter-library system, flyers are distributed at local community meetings and posted on bulletin boards at Fred Meyer and post offices. Marketing posts highlights of upcoming classes on social media.

b. Weaknesses:

- Registration Issues – statewide many schools have the challenge of making our for-credit registration system work for the diverse needs we have in non-credit education and registration is not as friendly as it could be (e.g. scheduling outside typical term dates). It is possible potential students decide not to register because of the complexity to do so. Students who are determined to register call or come on campus to register.
- Instructor Wages - Contracted vs Internal Hiring; Profit challenges with higher wages and affordability to the end use/customer. CE instructors are paid differently than typical instructors and adjuncts. Instead of a set rate, per policy, they make 50% of the course profit. This is an incentive to get more students in the class, but it may also be a deterrent in that low course enrollment results in very low pay. For example, an instructor interested in offering theatre classes declined after learning the 50/50 split, she sought out another venue to retain more earnings.

- Classroom Tech Issues - Whether it be college classes or partner classes, some classrooms don't have needed A/V- particularly at partner sites.
- Class Size - Too many classes with 3-5 people

c. Opportunities:

- Engagement - Need to build capacity with community partners and increase the promotion of classes
- Growth and marketing- Create more short term/higher enrolled courses that generate income rather than FTE
- Senior Programs- Intro to Lifelong Learning opportunity
- Summer Programs- Create a "Buddy Program" one that brings an adult and child learner together so we have one on one supervision of youth. Again, possible income generator rather than FTE.
- Travel programs- Possible program for those who travel here or for our community to travel outside the area.
- To solve the lack of classrooms in the evenings, we are looking at courses that may be offered during the day, especially classes that may be of interest for seniors. We brought back a Basic Computer Class for seniors and continue to run the AARP Smart Driver course. Summer term offers more evening classroom availability.
- Increasing non-credit training certificates (NCTC) and putting these on the Eligible Training Provider List (ETPL) which allows students to access funding from other sources as NCTC's are not financial aid eligible.
- Produce flyers in Spanish for Spanish speaking students to create awareness of NCTC opportunities. Non-credit Spanish classes, such as Spanish for the Medical Professional and Spanish for Law Enforcement, are great complimentary classes to the Nursing program, Phlebotomy, Medical Assistant and Criminal Justice.

- Potential Tillamook County Leadership Program
- Many online opportunities from sources such as ed2go.

d. Threats:


- Credit/Non-Credit Competition (for space and resources)
- Running out of classroom space
- Online competitors that are free (e.g. Kahn Academy, MOOCs)
- Local businesses have training partners and/or access SBDC
- Time commitments/constraints for students or access to other venues


IV. Service Area Outcomes – 2017-2018, 2018-2019, 2019-20

In 2017-2018, 2018-2019 and part of 2019-2020, the CE&E department did not have independent SAO's. Instead, the department supports the larger SAO's of the college through the Academic Long Term Vision document (see Appendix A) and the short/mid/long term goals (below).

In 2018-2019 a partnership SAO was added to the Office of Instruction for the purpose of increasing this strategic measure and was supported by a budget ask to support the CE&E becoming a full-time position. (In 2019-2020 Customized Training was added to the CE&E department, with another .5 FTE budget ask).

Results for it are as follows;

Service Area Outcome	Department	Core Theme	Assess.	Activities	Results	Analysis
New partnerships will be developed through the CE department (Workforce, Continuing Education, Customized Training, and Community Education) in order to better meet the needs of our diverse community.	Office of Instruction	Economic Success, LPCE 5.2	Green: \$30k + Yellow: \$20-29k Red: <\$20k	Visited every business along coast Created marketing materials Attended directors meetings		Unfortunately Covid impacted this area in an unfortunate way. We had grown each term until spring when results were undone by Covid. We intend to eliminate this goal and remove it from the strategic

				Had 2 scheduled prior to COVID		plan. The position was already eliminated with fiscal year 2021.
New partnerships will be developed through the CE department (Workforce, Continuing Education, Customized Training, and Community Education) in order to better meet the needs of our diverse community.	Office of Instruction	Economic Success, LPCE 5.2	Growth of FTE in CE Green: 5% growth Yellow: 3-4% growth Red: decline in FTE	Added classes Added programs (see below)		Unfortunately Covid impacted this area in an unfortunate way. We had grown each term until spring when results were undone by Covid. Our goal for next year will be to resume operations and reaching our pre-Covid number.

V. Project list for current year (2019-2020)

Project/Goal	Results (2019/2020)	Analysis (if appropriate)
Grow and maintain Community Education: Reinstate dropped courses, created new courses, simplified Driver Education program by contracting with a Driving Education School, saving TBCC money and earning FTE.	MET: Reinstated No Fear Fly Fishing, Trees of Tillamook, Basic Computers for Seniors, Ballroom Dancing. New classes: How to Manage your Money, Psychological First Aid, Resiliency Practice, Facilitating Effective and Enjoyable Meetings, Intro to Beekeeping, Plight of the Honeybee. Saved \$14,702 by contracting Driver Ed program with Training Wheels of Oregon.	Continue
Grow and maintain Continuing Education: Process VESi registrations, grades and provide a Recognition of Completion award. Build courses and register onsite trainings, seek out new opportunities. All campus onsite trainings (1 hour or more) from outside users are being built as classes and registered to collect FTE.	MET VESI: 31 Courses Ed2Go: 19 Courses Other: 21 Trainings CERTS: Phlebotomy: 16 Truck Driving: 20	CONTINUE In 2016/2017 this department was not fully staffed and had only one half-time employee. With the hiring of JoAnn and Brian, a true department has emerged. We have

		high hopes for increasing FTE and strengthening partnerships through this department.
Grow and maintain Customized Training: Expanded TBCC customized training offerings to include personal development and workplace wellness trainings.	NOT MET 2 customized trainings were planned, both cancelled as a result of covid.	Eliminated position, reduced goal, plan to remove this goal from strategic plan when possible.
NCTC: Grow and maintain Non-Credit Training Certificates.	MET Phlebotomy: Created policy for students to open their CastleBranch account by the 5 th week and complete the screening process by the CastleBranch Contacted CastleBranch to create a new account for the Medical Assistant program 9 th week. Visit each class to explain and assist with the process. Working with Ed2Go to access their online Advanced Career Trainings. Streamlined the registration process; students may register and pay for online classes directly through the partners. Truck Driving: Streamlined online application process.	Continue
Schedule: Good communication between TBCC and partners regarding deadlines for schedule content is crucial for smooth operations and meeting deadlines. Goal is for marketing to receive content before deadline.	MET Offering marketing additional assistance in schedule development and production.	Continue
Community Partners: Attending monthly meetings such as Social Directors, Tillamook County Wellness/Workplace Wellness and Chamber of Commerce are necessary	MET	Continue

to remain involved with local community organizations and bring awareness of the educational opportunities TBCC provides. Personally visit NCRD quarterly to collect registration forms and strengthen partnership.		
Course Forms: A process is in place to create and store outlines, syllabus, instructor qualifications and enter courses in Webforms. All courses now have outlines, an outcome, and instructor qualifications! All courses now entered in Web Forms!	MET	Continue to maintain
Contract Maintenance: NCRD, AARP, Rinehart, TCCHC, Drivers Ed, etc... All contracts are on a yearly basis with the exception of NCRD and YMCA which are on a biennial cycle.	MET	Continue to maintain
Grow ETPL:	<p>MET</p> <p>Currently Truck Driving and Phlebotomy are approved.</p> <p>Added 3 Ed2Go Advanced Career Training programs to the ETPL list.</p> <p>Added 8 Condensed Curriculum International online Career Training programs to the ETPL list.</p> <p>Will also work with Dean of Industrial Technology to add short term certificates, pathways and industry certifications.</p>	Continue
Increase FTE	<p>Not Met</p> <p>CTE FTE: 2016/17: 129.67 (limited staffing, one part time staff) 2017/18: 173.26 (27 was from OED 21 hrs training= 146.26 FTE) 2018/19: 152.55 (fully staffed)</p>	Continue

Increase 2019-20 CED student enrollment	Not met	Continue
	Headcount:	
	2016/17 2958	
	2017/18 3023	
	2018/19 3009	

VI. Issues & Challenges - Using all the information you've gathered and described above:

- a. Where should your department focus its improvement efforts in the coming year?

Continuing Education department will continue to develop more NCTC and ETPL eligible courses through online resources. Produce flyers in Spanish for Spanish speaking students to create awareness of NCTC opportunities.

Community Education department will continue to increase awareness of the multiple online courses available through our online partners. Obtain feedback from the community about a summer kids camp, possibly talk to Middle Schools and Jr High Schools in the county.

Customized Training department will continue to build relationships with local businesses and organizations that may benefit from customized training. However, we have elected not to continue a position that supports this work and will, instead, allow it to build organically if at all.

- b. What challenges are you facing?

COVID. Covid has been devastating to the Community Education department and we have lost FTE, courses, and planned programs as a result. We hope to build them back up, but this will be a significant challenge. For example, the Seniors Learning Camp planned for summer of 2020 was, unfortunately, forced to cancel.

Challenging non-credit online registration. Classroom space is limited for non-credit classes. Competition of free or low cost classes offered by Tillamook County Library, OSU Extension and other community partners.

Customized Training challenges come from many of our larger companies and school districts have their own in-house trainers. Tillamook County is comprised of many small businesses for which SBDC provides a variety of classes and trainings.

Many State required trainings are available online such as OSHA.

- c. How will your work impact and/or support the work of other departments?

Non-credit Spanish classes, such as Spanish for the Medical Professional and Spanish for Law Enforcement, are great complimentary classes to the Nursing program, Phlebotomy, Medical Assistant and Criminal Justice.

We will be assuming Truck Driving into this area effective 7/1/20. This will create a whole new set of challenges and opportunities.

- d. How will your work impact and/or support the college's WIGS?

Non-credit classes do not directly support doubling graduation rates, however, non-credit classes earn FTE clock hours.

VII. Goals

a. 2020-2021: Short Term Goals (0-12 months)

- Increase FTE to 159.5
- Increase revenue brought in by Customized training to \$300 per year.
- Develop at least one program for seniors and determine effectiveness
- Revisit the registration process and identify solutions to address registration frustrations
- Revisit the non-credit payment structure and develop a structure that is both revenue centric and attractive to new instructors
- Produce flyers in Spanish for Spanish speaking students to create awareness of NCTC opportunities.
- Add 1 NCTC to the college offerings and ETPL list (e.g. welding, machining, construction, etc.)

b. 2021-2023: Mid-Level Goals (12-36 months)

- Increase FTE to 167.5
- Develop at least one summer program for kids and determine effectiveness
- Explore a Tillamook County Leadership Program
- Increase revenue brought in by Customized training to \$600 per year.
- Explore and implement a travel program
- Add 1 additional (2 total) NCTC to the college offerings and ETPL list (e.g. welding, machining, construction, etc.)

c. 2023-2025: Long Term Goals (3-5 years)

- Increase FTE to 176
- Increase revenue brought in by Customized training to \$1200 per year.
- Add 1 additional (3 total) NCTC to the college offerings and ETPL list (e.g. welding, machining, construction, etc.)

Other Ideas:

- Work with marketing to create a quarterly ad for The Shopper to highlight Community Ed classes for the upcoming term, connect with local social media outlets to share TBCC on their Facebook posts, submit Community Education opportunities on local radio announcements.

Activity	Who	Short Term: 1 year	Mid Range: 2-3 years	Long Term: 4-5 years	Com. Engagement Plan	POSS (Road Ahead)	IR	Needed Resources to Support	GOAL
Office of Instruction	Teresa & Team	<ul style="list-style-type: none"> Explore feasibility of TBCC Nursing Program Continue to recruit new instructors and support addition of new variety in all fields of course offerings- Ongoing Overnight and Coordination of BA and A&H program reviews Renew existing and develop new articulation agreements with four year colleges and universities Support expansion in customized training- ongoing Lead initiatives to support further implementation of Guided Pathways approach Further develop A&H/ED/ESOL model with correlated placement for GED completers and potential pathways designed for ESOL/GED students- ongoing Support development and publication of Online Student Skills Assessment (LO) Continue to implement 2 year planner (align with GP) Continue to seek out alternative funding revenue Write accreditation pieces and lead/complete process Sub group to explore hiring more staff/faculty from diverse backgrounds Offer one training on inclusivity in the workplace Offer multi-cultural education class Check publications to show men in healthcare programs and women in trades Diversity to reach out to women in trades and see how we might benefit from their programs All staff/faculty will be trained on micro-aggressions and diversity in online trainings this year 	<ul style="list-style-type: none"> TECC will grow programs and partnerships to increase opportunities for students. Specifically, TECC will increase dual credit offerings. Student learning will be measured consistently over time, in order to draw conclusions at the CLO, FLO and RO level that can be used to improve student learning. Guided Pathways: Our systems will support students in the early identification of their goals. Student barriers to success will be minimized through innovative instructional design and provision of comprehensive instructional support services that assist student's success. Specifically, will continue to measure by completion of sequence in first year (also a strategic plan measure). Guided Pathways: Our systems will support students in the early identification of their goals. Instruction sub group specific: We will develop a first year experience that ensures every student strongly identifies their academic goal and provides the skills necessary to stay on track. 	<ul style="list-style-type: none"> Student learning will be measured consistently over time, in order to draw conclusions at the CLO, FLO and RO level that can be used to improve student learning. Guided Pathways: Our systems will support students in the early identification of their goals. Student barriers to success will be minimized through innovative instructional design and provision of comprehensive instructional support services that assist student's success. Specifically, will continue to measure by completion of sequence in first year (also a strategic plan measure). 	N/A	<ul style="list-style-type: none"> These are SMO's and Project/operational goals 	N/A	N/A	<ul style="list-style-type: none"> The Office of Instruction will provide the backbone of instructional services to TBCC. This will be demonstrated through achievement of goals and improvement based on data.
Guided Pathways	Teresa & Teams	<ul style="list-style-type: none"> Complete first three term experience Build learning community engagement and oversight Build GP maps Instructional support of wrap-around student support (e.g. Drop Out Detective) 	<ul style="list-style-type: none"> Build ASOT, AAOT, AS, and AA in all majors to relevant schools/meta majors Articulation agreements as applicable Add degree or advising maps that support GP Embedded support Branding and website support 	<ul style="list-style-type: none"> Answer wicked questions (e.g. supporting online students, do we mean ALL students, how do we address part time students, embedding equity in all we do, etc.) Measure, assess and refine first year experience, CG 100 design and embedded supports 	<ul style="list-style-type: none"> Transfer/mental health adding some CS and coding 	<ul style="list-style-type: none"> Learning communities decided and degrees moved underneath Building first year experience that will support students in the identification of goals Strengthening service area outcomes We are purposeful and unique in that we are building from our problem statement- student need 	<ul style="list-style-type: none"> Momentum Metrics Student completion of CEP Exploration of CG100 success metrics Mandatory advising 	<ul style="list-style-type: none"> Advising lift Career Exploration Marketing/Branding 	<ul style="list-style-type: none"> 4/2021: Our systems will support all students in the early identification and internalization of their goals.
Ag, Forestry & Natural Resources	Megan & Team	<ul style="list-style-type: none"> Explore A&S, Food Science/Ag-Tourism/Ag-Entrepreneurship & S&E Marketing Ensure implementation of Seminar/CWE/field experience Write program review this next year 	<ul style="list-style-type: none"> CWE in all degrees 	<ul style="list-style-type: none"> Facility needs: farm, green house, vet Full time faculty Explore experimental forest and how we might access 	<ul style="list-style-type: none"> #3: Ag, robotics, AI, drones, green energy, technicians in horticulture, farm and food sciences 	<ul style="list-style-type: none"> New A&S with tub trucks (will replace A&S in Ag/NR). Current direction is Ag-Freshness and/or robotics. Future direction is Food Science (Ag Entrepreneurship and Aqua-Culture). Developing n/like program! Vet Tech (in under O&T) Can expect to see more hands on experiences for students in the field Have built up science courses to support Have strong articulation with OSU (will further develop these with MOU's and formal relationships) 	<ul style="list-style-type: none"> Program alumni and employer survey 	<ul style="list-style-type: none"> Marketing (unique in that we may need to reach Eastern Oregon and coast- shipping valley), billboards, ads, pay to bring first on Google search Robotics course work- curriculum and equipment 	<ul style="list-style-type: none"> The ultimate goal is to have a well defined pathway in Ag, Natural Resources and Forestry that attracts students from across the state and that takes students from career to four year degree completion (via certificates, AAS, AS, and partnerships).
Criminal Justice	Kandi & Team	<ul style="list-style-type: none"> Advisory committee curriculum review (courses, outcomes and maps) Researching areas of possible expansion that meet needs assessment requirements of the state Developing high school partnerships, dual credit and expanded options courses Increased marketing Exploring partnerships with ROTC and the local courts Exploring a job fair or career fair that would allow students to explore options in this field Clean-up CWE process 	<ul style="list-style-type: none"> R & D Reserve Academy Online (if I go analysis) Offer CIA 105 in high schools Offer CIA 299 and ORPAT 	<ul style="list-style-type: none"> Maintain, new program review, set new goals 	N/A	<ul style="list-style-type: none"> Great program for students just graduating from high school. They can complete program and then be 2L, ready to work and well qualified! Expanding into our first ever Expanded Options course 	<ul style="list-style-type: none"> Program alumni and employer survey 	<ul style="list-style-type: none"> Marketing Faculty Coordinator 	<ul style="list-style-type: none"> The ultimate goal is to have a well defined Criminal Justice pathway that meets the needs of local industry and our community
Education	Kandi & Team	<ul style="list-style-type: none"> RD ECE cert/Career Pathways in ECE R&D for grad credits for existing teachers 	<ul style="list-style-type: none"> Grow 	<ul style="list-style-type: none"> Maintain 	<ul style="list-style-type: none"> Barrier #6-Childcare and developing more prepared and qualified providers 	<ul style="list-style-type: none"> Created degree and received approval- state wide AAOT-ED Currently exploring certificate options (particularly in ECE) Part of county taskforce to address crisis in childcare Grow our own teachers in Tillamook 	<ul style="list-style-type: none"> Graduation Survey of students 	<ul style="list-style-type: none"> Marketing 	<ul style="list-style-type: none"> The ultimate goal is to have a well defined pathway in Education that meets the local need to grow our own instructors in pre-k to 12+ and that is aligned with WDO
Healthcare (See Visus)	Brooks, Jodi & Team	<ul style="list-style-type: none"> Articulate with 4 year partner Explore additional programs (e.g. Nursing, Paramedical) and grants to support Phlebotomy manuals Manual revisions Psychomotor Test Documentation of each cohort success per audit recommendations EMS instructor complete Teaching Course Grow adjunct pool Test and improve processes 	<ul style="list-style-type: none"> Explore additions Add one healthcare career fair each year and grow this event Receive 3 year EMT audit approval 	<ul style="list-style-type: none"> Articulate w/ 4 year Add additional cert/AAS 	<ul style="list-style-type: none"> #1: Healthcare (job/grow our own #7: Paramedical and EMT hub Partner w/ CHA at NHVCC Partner with mobile clinic- CWE and interpret practice! 	<ul style="list-style-type: none"> Expected area of growth (See visus) Developing Healthcare Pathway New programs: MA, Med Office, AAS, 4 year articulation and/or AS in Healthcare Management 	<ul style="list-style-type: none"> Eventual: employer/alumni survey 	<ul style="list-style-type: none"> move towards FT Healthcare Coordinator/STAFF Funding- staff and healthcare equipment Marketing 	<ul style="list-style-type: none"> The ultimate goal is to have a well defined hands-on CTE Healthcare pathway that meets the needs of local industry and our community
Non-Credit	John & Team	<ul style="list-style-type: none"> Grow, maintain and make up lost growth due to Covid in Customized Training: Expanded TBCC customized training offerings to include personal development and workplace wellness trainings. Community Partners: Attending monthly meetings such as Social Directors, Tillamook County Wellness/Workplace Wellness and Chamber of Commerce are necessary to remain involved with local community organizations and bring awareness of the educational opportunities TBCC provides. Personally visit NCRD quarterly to collect registration forms and strengthen partnerships. Course Forms: A process in place to create and store outlines, syllabus, instructor qualifications and enter courses in WebForms. All courses now have collect, an outcome, and instructor qualifications! All courses now entered in Web Form! Contract Maintenance: NCRD, AAPP, Kinshark, ICCOC, Drivers Ed, etc... All contracts are on a yearly basis with the exception of NCRD and YMCA which are on a biennial cycle. ETPL: Currently Truck Driving and Phlebotomy are approved. Working with ED200 Advanced Career Training program as possible additions to the ETPL list. Working with Condensed Curriculum International to offer ETPL training classes and supplemental non-credit courses. Will also work with Dean of Industrial Technology to add short term certificates, pathways and industry certifications. Increase 2019-20 CED student enrollment. Revise the non-credit payment structure and develop a structure that is both revenue centric and attractive to new instructors Produce flyers in Spanish for Spanish speaking students to create awareness of NCTC opportunities. Add 1 NCTC to the college offerings and ETPL list (e.g. welding, machining, construction, etc.) 	<ul style="list-style-type: none"> Increase FTE to 167.5 Develop at least one summer program for kids/parents and determine a effectiveness Explore a Tillamook County Leadership Program Increase revenue through In by Customized training to \$100 per year. Explore and implement a travel program Add 1 additional (2 total) NCTC to the college offerings and ETPL list (e.g. welding, machining, construction, etc.) Grow ed200 and CE courses Increase community ed courses including at least one via Zoom Increase ETPL list/gps 	<ul style="list-style-type: none"> Increase FTE to 176 Increase revenue brought in by Customized training to \$1200 per year. Add 1 additional (3 total) NCTC to the college offerings and ETPL list (e.g. welding, machining, construction, etc.) 	<ul style="list-style-type: none"> #3: Construction (general at this point, but can explore specialty such as masonry, roofing, carpentry, high school partnerships in Ag Tech) #6: addressing non-traditional training- customized training Barrier #5: addressing needs in north and south counties 	<ul style="list-style-type: none"> Area of transition with changes to location of Contracted Training Will explore and develop plan for Truck Driving Strengthening buckets: Community Ed, Continuing Ed, and Contracted Training 	N/A	<ul style="list-style-type: none"> Staffing levels Marketing 	<ul style="list-style-type: none"> The ultimate goal is to offer a wide variety of programs that serve populations outside of the traditional college demographic. This includes community education, online course trainings, workforce development, non-credit training certificates (e.g. Phlebotomy, Truck Driving, etc.), driver's education and training designed for our local workforce needs via contracted training. This also includes growing our youth demographic and establishing TBCC as a community resource. This is also an area where TBCC can develop alternative revenue streams for sustainability.
Truck Driving (NEW 2020)	John & Team	<ul style="list-style-type: none"> Learn and streamline processes and procedures for operation Generate positive revenue Purchase and get simulator mobile Generate one training/event for simulator 	<ul style="list-style-type: none"> Bring in 15k in truck driving and/or simulator use Market simulator to generate revenue Grow programs to Lincoln County 	<ul style="list-style-type: none"> Bring in 25k in truck driving and/or simulator use 	N/A	<ul style="list-style-type: none"> SIMULATOR GROWTH IN Clatsop and Lincoln counties 	N/A	<ul style="list-style-type: none"> Faculty & Marketing 	<ul style="list-style-type: none"> The ultimate goal is to have a strong truck driving program that generates both FTE and revenue for the college leading to living wage jobs for students and employers for our employees.
ASL/GED	Kandi & Team	<ul style="list-style-type: none"> Pilot dual enrollment with GED students in CG100 Build a structure to review program data annually Establish a method of securing student feedback on the program Work with administration to create flag in student data system to monitor completion data in January Hold 3 quarterly meetings with faculty and administration to review data and assess program quality Develop a plan for attendance. This would include a plan for those students who fall away and/or fail to make the attendance requirements- would also include an examination of scheduling (times/days). Offer first CG 100 class in English for Spanish speakers 	<ul style="list-style-type: none"> Research barriers to completion for women and LatinX students, develop a plan to address Pilot dual enrollment with GED students in college level WR Pilot dual enrollment with GED students in college level MTH courses Evaluate curriculum within GED and see how closely it aligns with MTH 70/95, RDWR 115 and CG100 / Job Skills. Develop a schedule that allows students to enroll in these classes with additional sessions for GED specific work (if needed) Pilot dual enrollment with GED students in college level interest courses 	<ul style="list-style-type: none"> Build out concurrent enrollment classes in areas of interest via IET models Build out concurrent enrollment classes in GED areas (e.g. WR 121, 122 and Eng or Hum/35) Develop a VESL model (grant supported) that takes a cohort of students through a career pathway that leads to certificate and/or credential Research, evaluate, and implement 2-3 VESL classes or a VESL program. Increase success of women and LatinX students in GED completion. Implement a citizenship pathway Increase college going conversion rate from GED to college programs Offer MTH 99, RDWR 115 and CG 100 in Spanish 	<ul style="list-style-type: none"> #6: basic skills, ESOL 	<ul style="list-style-type: none"> Increase FTE as we grow college pathways via concurrent enrollment (e.g. Spanish and CG100/140) Increase completion and transition rates Develop credentials and living wage jobs via VESL Great support (see Fund support, but no other state support) Growth in vulnerable populations (probation and parole) 	<ul style="list-style-type: none"> Data needs under Career Pathways- due in July each year 	<ul style="list-style-type: none"> STAFFING- needs full time person and assistant in Spanish (CEP) Grant funding Funding for testing Increased numbers Full time faculty/coordinator to shepherd process and data Use cost data to work with the TBCC Foundation to develop short term funding plan and long term funding (ongoing) Research and develop plan to support student motivation (lead vs growth mindset and GED) to 	<ul style="list-style-type: none"> The ultimate goal is to have both a strong Spanish GED and English GED program that seamlessly transitions students into college credit/certificates and career pathways that lead to living wage jobs.

Dual Credit	Kandi & Team	<ul style="list-style-type: none"> grow in computer science/programming/robotics CTE credential/dual credit project (MSS/CPT) CIA 101/105 in high schools Assist with registration of Expanded Options students to increase FTE Work on mechanism to track Expanded Options students for data reporting 	<ul style="list-style-type: none"> address equity gaps grow FTE build seamless college advising pathways graduate first class with high school and college credential in CTE develop Basic Healthcare Certificate- get graduates hit 	grow, maintain	<ul style="list-style-type: none"> 7 shared position through TEC for college/robotics (college fiscal agent) Are doing advanced math classes at 	<ul style="list-style-type: none"> Growth (FTE, completion, simultaneous high school, cert. employment) Strong k-12 partnerships- committed to growing our partner schools with us Unique programs- ASCC (national credential and certificate completion 100% in high school), testing the standard for best practices state/nationally 	State required DC report- due each summer (typically by July/August)	<ul style="list-style-type: none"> marketing to parents and high school students 	The goal here is to: a) graduate every student with the belief they can obtain a college credential, b) develop purposeful pathways that minimize harmful impacts of wasted credits, c) feed our college program and, d) build completions and ultimate success of all Tillamook students.	
Online	Teresa & Team	<ul style="list-style-type: none"> student prep for online success build hybrid models and pilot 	<ul style="list-style-type: none"> build two new online options 	slowly build all transfer degrees with online options	<ul style="list-style-type: none"> slowly build all transfer degrees with online options 	<ul style="list-style-type: none"> Adding online availability to suit our students busy lives via multiple modalities Growth in online classes (trend analysis) Ability for students to meet scheduling needs- 1 yr schedule out Growth for marketing out of area 	% of students online only, on-site only, and that move back and forth	<ul style="list-style-type: none"> On going budget for course development (online) and faculty training in QM 	The goal here is to develop multiple modalities for our students to obtain program completion. This includes the opportunity for students to take classes online and/or move back and forth between online options as student needs dictate.	
OST	Shelby	<ul style="list-style-type: none"> market the program to get students enroll 3 students track program outcomes 	<ul style="list-style-type: none"> Grow program to 10 students Monitor industry trends to develop new programs 	TED	<ul style="list-style-type: none"> #6- addressing non-traditional training for local companies, and individual employee needs- such as Dental Assistant (student request!) 	<ul style="list-style-type: none"> NEW degree, increased FTE Our commitment to small employers in our county and meeting a community need Multiple paths, offers more choice to students Allows us to predict and grow future programs based on interest and viable pipelines 	<ul style="list-style-type: none"> Graduation, alumni and employer survey 	<ul style="list-style-type: none"> Marketing 	Thus ultimate goal of OST is two-fold. First, it is designed to provide unique programs that match student interests in fields for we currently have no existing pathways. Second, it is designed to meet the unique needs of our small community by providing specialized employees that are well rounded, committed and well trained for a specific business need.	
Tillamook Works NEW 2020	Shelby	<ul style="list-style-type: none"> Develop brand, website, cards Complete forms Marketing Develop and schedule advisory committee Complete process for 3-10 interns (high school and/or college in the 2020-2021 academic year Assess program effectiveness Enroll 3 students in OST during 2020-2021 academic year Build business partner pool with 5 employers in proximity to each school district Complete one job readiness training event 	<ul style="list-style-type: none"> Begin summer internship cohorts Analyze market needs for OST and recruit additional businesses OST is well marketed to each school district and college Develop presence at each school Complete one job readiness training/event Develop student and business data base for tracking program outcomes Work with Tami Shield to learn Internship/job shadowing pieces of Perkins V Enroll 3-5 OST students and graduate 1 Develop secondary to post-secondary pathways through Job Interests, Internship and job shadowing experiences 	Tillamook Works established as part of curriculum for earning credit	<ul style="list-style-type: none"> Businesses begin sponsoring their own opportunities for students through online platform Teacher and business connections become more streamlined Enroll 10 OST students with a 75% retention/completion rate for the certificate Explore job readiness into middle schools 	Jobs/Internship	<ul style="list-style-type: none"> Purpose is to strengthen partnerships with industry and get students into job experiences Support professional career exploration for students of all ages We need businesses to partner with us in a variety of ways 	<ul style="list-style-type: none"> Completion 	<ul style="list-style-type: none"> Marketing, advertising support 	The ultimate goal is... TED by advisory committee
Business	Tom & Michael	<ul style="list-style-type: none"> Grow dual credit/expanded options courses Explore adding on-ground classes and shifting some of the load to adjuncts; this would allow full time faculty to teach in person as well as online and may grow FTE Explore adding currently existing courses (if they are currently on schedule write new program review with short term, middle and long term goals For Guided Pathways, implement career exploration activities within BA 101: Introduction to Business. For the MTM, identify an appropriate course to teach the minimum Excel skills required by the ODFW. For the MTM, decide out to cover the appropriate learning outcomes within our Accounting sequence (BA 211-213). 	<ul style="list-style-type: none"> Explore adding on-ground classes and shifting some of the load to adjuncts; this would allow full time faculty to teach in person as well as online and may grow FTE Explore update to Microsoft Excel used for instruction strengthen Tillamook economy- pipeline to industry 	TED	NA	<ul style="list-style-type: none"> NEW Office Supervision Interested in Involvement with Contracted Training and Industry Partnerships 	<ul style="list-style-type: none"> Program alumni and employer survey 	<ul style="list-style-type: none"> Marketing Online advising 	The ultimate goal is to have a well defined Business pathway that meets the needs of local industry and our community as well as the varying needs of students (workforce, transfer)	
Library	Maryn	<ul style="list-style-type: none"> Expand library tours and course presentations Measure course presentations in order to improve Set a vision (e.g. measurable milestones to track improvement and work) for the Library Build partnerships with local city/county libraries Build robust (systematic) tutoring programs expand testing options (e.g. Microsoft, CLEP, DSST and FAA) weed and maintain collection new faculty orientation will write Program review this upcoming year 	<ul style="list-style-type: none"> Cultural events expansion Build healthcare library (modern EMS/EMT) Build AG/Electronics resources 	<ul style="list-style-type: none"> Double the physical collection 	<ul style="list-style-type: none"> Barrier #3- tutoring- expand 	<ul style="list-style-type: none"> testing growth in new areas (e.g. FAA, Microsoft) developing partnership with local libraries pursuing grants for cultural experiences measures to look at quality of services developed policy/procedures 	<ul style="list-style-type: none"> Writing studio assessment/tutoring assessment 	<ul style="list-style-type: none"> staffing (1/2 -> 1/3 -> FT) disseminating offerings to faculty measure quality of programs cost of doubling collection and adding new resources for developing programs 	The goal of the library is to: a) provide students and faculty with needs to academic resources in a variety of formats, b) enrich the campus life; c) coordinate and oversee tutoring; d) maintain a robust local testing service, and e) to develop and maintain a robust OER program	
MT & Welding	Darryl & Team	<ul style="list-style-type: none"> Researching how similar programs are doing in terms of diversity, retention and completion. Creating a succession plan and operating manual. Developing short term industry based work-ready outcomes, which will allow students to complete their school desired program goal (e.g. Highways/OLP, G Code/CNC). This can be done through Workforce Development, which will allow for funding outside of the traditional funding stream (\$275k) Expanding through dual credit in TSD, north and south, county. This includes implementing and growing the CPT in local high schools which would allow students to earn a short term certificate and industry recognized credential with their high school graduation! Adding new events/pathways that allow students to transfer seamlessly into college programs of interest. Expanding the advisory committee to include small businesses and employers to ensure we are meeting the needs of all industry. Build new Welding advisory committee 	<ul style="list-style-type: none"> Expanding machining courses Researching New World of Work and badgeing for students and employers. Purchasing additional equipment to expand programs. Add Welding 4 program each year along with welding boots/caps and non-safety welding Growing apprenticeships and faculty Adding NIMS Level 1 and II, and NCCER certifications (need machines) 	<ul style="list-style-type: none"> Eventually having our own space to grow new courses/programs in automotive and diesel machining. Explore existing businesses and real estate? 	<ul style="list-style-type: none"> Adding welding to ETPF and small certs Eventually moving towards auto/diesel we will get there 	<ul style="list-style-type: none"> NEW degree and certs in Welding NEW non-credit or short term industry certs coming this year! (ETPF certs that students can access for funding via WorkSource) Adding new short term pathways in CTT, machining, G Code Innovative pilots- CPT (national certificate with us and NKN) Increased dual credit growing automotive NIMS and NCCER 	<ul style="list-style-type: none"> Graduation, alumni and employer survey 	<ul style="list-style-type: none"> Marketing Money for equipment, CNC machine and other new machines \$\$\$ Instructional capacity and training Facility space Funding Auto- 10k ft 	The ultimate goal is to have a well defined hands-on CTE pathway that meets the needs of local industry and our community by delivering work ready students.	
Career Pathways	Kandi	<ul style="list-style-type: none"> Goal 1: We will work with IR to determine who our Career Pathway students are, and analyze this data to determine access and equity needs. Goal 2: Out of our Career and Guided Pathways work we have identified the need for students to start with a definite plan and goal. We have also decided that much of this work can happen in a common first term course (e.g. CG100 or CG140). Our next step (and this current goal) is to: a) review the content of this course and set appropriate course learning outcomes; b) ensure that every student takes this course in every pathway during their first term; c) every student will complete this course with a Career Education Plan (CEP). Goal 3: 1) A member of our Career Pathways team will attend and participate in Career Pathways meetings. 2) Our Dean of Academic Partnerships will present on a topic that incorporates Career Pathways in one conference (e.g. NACEP). 	<ul style="list-style-type: none"> auto award/data monitoring 			<ul style="list-style-type: none"> Data life: due quarterly and July each year. Looking at IR plan, still needs to be determined what that "means". Work in terms of defining and recognizing who CP students are. 	<ul style="list-style-type: none"> As an institution we have realized that our systems do not support students in the early identification and internalization of their goals. As a result we need to work on onboarding and the student's first year experience. This plan supports that work. 			
General Education NEW 2020	Teresa, Bob, Sydney, Michelle, Giza, Chris and John S	<ul style="list-style-type: none"> Math Department: increasing the number of students who take the entire math sequence SEQUENTIALLY in their first year. <ul style="list-style-type: none"> Standard final exams across courses, that measure (ensure learning- starting MTH 111 and 105 Evening tutoring, tutoring improvements and recorded lectures/help features Writing department: increasing the number of students who take the entire writing sequence SEQUENTIALLY in their first year. <ul style="list-style-type: none"> RDWR 115: <ul style="list-style-type: none"> Redevelop the structure of RDWR 115, beginning with clear policy on tutoring requirements and grade impact. Students are required to complete tutoring hours in the Writing Studio, and these must be consistent in all sections of RDWR 115 with similar grade consequences. Success will be measured by comparing the Writing Studio grade component to the course grade earned. Require instructor training on the proper utilization of tutoring services in the classroom and foster a "Put the Pencil Down" mindset. This should result in improved SLOs as students are able to effectively participate in the writing process (not a cohort and/or co-requisite program that combines RDWR 115 and WR 121. Studies have shown that students taught by the same instructor or complete both courses in the same term are more likely to experience greater success in the SLOs. This will address the issue of 51% of students not attempting the follow-up course in the Writing sequence. WR 121 Emphasize multimodal literacy by integrating a variety of technology mediums into the classroom. This will enable students to improve their writing abilities and increase their CLO skill level through audience awareness, exigency, and engagement. Create consistency and academic rigor by formalizing the core content required in WR 121 through instructor training and department meetings. Students in all WR 121 sections will find commonality in terminology and expectations, creating a student-centered environment that may lead to greater completion rates. Implement writing across the curriculum: <ul style="list-style-type: none"> All 100-level courses will incorporate at least one assignment that focuses on information literacy. By internalizing the process needed to acquire, assess, and utilize information, students will develop the necessary skills to improve in all SLOs as they complete each course. Suggested assignments and grading rubrics will be developed for faculty to use. Training will be provided to all faculty. All 200-level courses will require a research paper that integrates scholarly research, enabling numerous opportunities to refine information literacy and critical thinking skills. Faculty will work together to develop these requirements and will ideally use this opportunity as their space to implement the "Writing Across the Curriculum" program. This will result in a change to all prerequisites, as 200 level students must first complete WR 121. 	<ul style="list-style-type: none"> MID TERM: Curriculum Committee: adopt state MTM degrees where appropriate to do so (plan to adopt one per year). The idea behind this goal is that as we move students towards more specific degrees, the AGS will become less important, less relevant and decline in popularity. <ul style="list-style-type: none"> Establish learning community degrees and branding in accordance with Guided Pathways as a way to focus student interest and "why for completion". Develop a peer tutoring program as research suggests these students have greater retention and completion even for part-time students. Develop learning community groups that reach out to 2nd and 3rd term students developing a- in a group, learning community developing a connection to somebody who encourages them to completion. Develop a "marker of success" at end of year one- certificate, congratulations, letter or even recognition of completing Gen Ed core. This could be done at an in-person ceremony with food. Implement writing across the curriculum that incorporates pieces of the RLO's into every class creating a more comprehensive approach. 	<ul style="list-style-type: none"> LONG TERM: Curriculum Committee: adopt state MTM degrees where appropriate to do so (plan to adopt one per year). The idea behind this goal is that as we move students towards more specific degrees, the AGS will become less important, less relevant and decline in popularity. 	NA	<ul style="list-style-type: none"> SLO process AA-T and AS-T degrees upcoming as needed 	<ul style="list-style-type: none"> Program review data on an ongoing basis 	<ul style="list-style-type: none"> Marketing Science Faculty Training FD Funds 	<ul style="list-style-type: none"> Increase student success and be able to document this improvement, in both the transfer level degree completion and the SLO process for general education. 	

	<p>c. Explore use of one book (e.g. Garbology or Racism) that could be used across the curriculum to implement topic specific writing AND meet an RLO outcome in a cumulative project.</p> <p>d. Explore changing RDWR to a WR sequential course, giving a psychological indicator to students that this is a sequence.</p> <p>• Science Department</p> <p>o BI 103: This class was completely revamped in 2019/2020 making it an introductory sequence and not a Biology major's sequence. We will need to examine data over the next year or two to determine if this has indeed increased student success in the course.</p> <p>o BI 231: This is the first class in the A & P sequence and is designed to be extremely rigorous. One thing we have identified that would improve success is to strengthen the rigor/alignment of the BI 112 pre-requisite. Additionally, having past students talk about the requirement of the rigor in this class may help students better understand the what/why. We will also explore proper advising for this class as it is not an appropriate elective (student needs to be program aware and motivated to succeed). If all of this does not demonstrate improvement, we will explore the addition of a science rotation section requiring an extra three hours in the lab each week.</p> <p>o Explore requiring a BI course on every degree map. Alternatively will work with other science faculty to require the research paper as required in Biology in order to further the advancement of PLO understanding at the end of each course.</p> <p>• Social Science Department</p> <p>o ECON 201/ECON 202: The first thing we are working on in this class is advising appropriate students into this class. Students who keep going are successful in the class. One change we will make is ensuring that the WR 121 pre-reqs are met as this is a heavy writing class. Second, we will offer students a choice of Econ or History (to address students with limited math skills/logical thinking skills) as MTH 95 is suggested for this class. Instructor will re-look at curriculum and add several explanatory videos to assist students with difficult concepts. We will re-measure after implementing these measures.</p> <p>o NET 203 - This course will be revamped given the instructor's added Moodle/online expertise. The revamping will look at what students take this class and why. Once that is determined the class will be modified to address the needs of those students in particular while addressing course learning outcomes.</p>							
	<p>o Explore requiring a history course on every degree map. Alternatively will work with other social science faculty to require a written essay writing to the social science PLO's at the end of each course.</p> <p>• Communications Department</p> <p>o COMM courses will incorporate one assignment or speech that focuses on the needs of a specific demographic that differs from the experience of the speaker. This will involve extensive research and community outreach. Additional assignments will be integrated into the scaffolding that specifically explores the makeup of diverse audiences and the implications of ethical responsibility. This can be measured through student success in constructing a speech that appropriately and effectively reaches the targeted demographic.</p> <p>• Discipline specific speaking (integrated/intersection)</p> <p>• All COMM teachers will discuss, understand and implement this requirement.</p> <p>• Curriculum Committee</p> <p>o Adopt state ATM degrees where appropriate to do so (plan to adopt one per year). The idea behind this goal is that as we move students towards more specific degrees, the AGS will become less important, less relevant and decline in popularity.</p> <p>• CAD</p> <p>o Add science faculty position (may be combined with another program such as Ag or Health) in order to bring down FTE/JTF.</p> <p>• Guided Pathways</p> <p>o Establish learning community degrees and branding in accordance with Guided Pathways as a way to focus student interest and "why for completion".</p> <p>• Assessment Committee</p> <p>o Increase the completion of SLO measurement to 95% and stabilize it here. Also work with all faculty to norm responses for accurate measurement. We will explore how to best do this through our Sub Committee Assessment group (those on this program review).</p>							
	<p>o PART TIME STUDENT RETENTION</p> <ol style="list-style-type: none"> 1. Develop small-scale learning communities in sequenced classes (e.g., RDWR 115, WR 121, WR 122) with faculty mentoring. 2. Develop a peer tutoring program as research suggests these students have greater retention and completion even for part-time students. 3. Begin a campus wide discussion about part-time attendance. Where possible students must be encouraged to complete "15 to finish". <p>o RETENTION & COMPLETION OF ALL STUDENTS</p> <ol style="list-style-type: none"> 1. Develop learning community groups that reach out to 2nd and 3rd term students developing a - in a group, learning community developing a connection to somebody who encourages them to completion. 2. Ensure students register for following year prior to leaving for summer! 3. Develop a "marker of success" at end of year one- certificate, congratulations, letter or even recognition of completing Gen Ed core. This could be done at an in-person ceremony with food. 4. Explore a show case of work (student work) poster contest- and invite the community. The foundation could be involved and support with food. Could also show that a major fundraiser. These projects could demonstrate achievement of SLO's over time. 5. Implement trauma informed practices across the curriculum and train all faculty to use. <ol style="list-style-type: none"> 1. Revise the RLO rubrics and train all faculty (regular and adjunct) on the use of them. At the end of the year check inter-rater reliability again to see if there has been measurable improvement. 2. Use the CCOG's to move towards signature assignments with common grading protocols. 3. Implementing writing across the curriculum that incorporates pieces of the RLO's into every class creating a more comprehensive approach. 4. Faculty will participate in professional development opportunities specifically designed to assist in updating curriculum and other ways to effectively measure SLO work. As faculty work together to develop their curriculum and inform the process, students will benefit from continuity and consistency, resulting in SLO success. o L. Developing a core group of classes that exist on every map and are taught by regular faculty. These classes will have purposefully embedded RLO's. At the end of their first year (3rd term) each one of these classes would require a poster/presentation/paper/project/applied problem that demonstrates achievement of all 							
	<p>RLO's at the proficient level. This gives the students year two to gain additional competency (mastery). This would serve as the official summative assessment of RLO achievement and results would be looked at by all Gen Ed faculty in this group of classes for measurement, improvement, and tracking.</p>							

