Three-Year Instructional Program Review Template
Tentative Due Date: May 30 of the Academic Year Assigned

Program Name (Degrees and Certificates offered within Program):

1. General Education
    a. AAOT: Associate of Arts Oregon Transfer
    b. AS: Associate of Science
    c. AGS: Associate of General Studies

2. The Program Learning Outcomes examined, common to all of these degrees, include;
    a. Arts and Letters
    b. Social Science
    c. Math
    d. Writing
    e. Information Literacy
    f. Speech/Oral
    g. Science/Computer Science

Statement of Collaboration

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

Participants in the review:

Printed Name	Signature	Date
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Authorization:

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

_____ _____

Signature of Chief Academic Officer Date

1.0 Mission and Goals

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

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.

College Mission & Vision

Mission: Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves our diverse community.

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

Core Themes

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

The Core Themes and Institutional Learning Outcomes relate to each other as follows;

MISSION: Tillamook Bay Community College creates *bridges to opportunity* by *providing quality education* that *serves the needs of our diverse community*.	Core Theme	Values	Institutional Learning Outcomes (ILO)

bridges to opportunity	Economic Success	Student Success Personal & Friendly Environment	Lifelong Learning & Professional Competence: Students will engage in and take responsibility for intentional learning, seeks new knowledge and skills to guide their continuous and independent development and adapt to new situations.
providing quality education	Educational Excellence	Student Success Academic Excellence Personal & Friendly Environment	Communication Skills: Students will effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas. Problem Solving Skills: 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.
serves the needs of our diverse community	Leadership, Partnership and Community Engagement	Resourceful Teamwork Personal & Friendly Environment	Cultural Awareness: Students will demonstrate respect, honesty, fairness and ethical principles by understanding and appreciating differences in cultures and behaviors.

Program Description

AAOT	AS	AGS
The Associate of Arts Oregon Transfer degree is an opportunity for students to complete the lower division degree requirements of baccalaureate degrees at TBCC. Any students having the AAOT degree recognized on their official college transcript will have met the lower division general education degree requirements of baccalaureate degree programs at Oregon public universities. Students transferring under this agreement will have junior status for registration purposes. Course, class standing, or GPA requirements for specific majors are not necessarily satisfied by the AAOT degree. All courses should be	The Associate of Science degree is designed for students planning to transfer credits to a baccalaureate degree program at a four-year institution within Oregon public universities. It allows for more freedom in course section that the AAOT/ASOT, but does not guarantee that students will be accepted as having completed all lower division comprehensive and general education requirements for a baccalaureate degree.	The Associate of General Studies is designed for students wishing to acquire a broad education, rather than pursuing a specific college major or career and technical program. College work may include courses selected from a variety of career and technical education and college transfer courses. Because of the flexibility of this degree, it may not fulfill requirements for transfer to four year institutions. Students are responsible for checking with the college of their choice if transferability is desired.

aligned with the students intended program of study and the degree requirements of the baccalaureate institution to which the student plans to transfer. A student is encouraged to work with a TBCC advisor when planning and selecting courses.		
• Complete all courses with a minimum grade of "C" or "Pass" or better. Students must have a cumulative GPA of 2.0 at the time the AAOT is awarded. • All courses must be a minimum of three credits (except for Health/Wellness/Fitness courses, which may be any number of credits). • Courses may not be double counted within General Education (e.g. Oral Communication and Arts and Letters) • General Education courses must include; ✓ Writing (8CR): WR 121 and either WR 122 or WR 227 ✓ Oral Communication (3CR+): COMM 111 or COMM 112 ✓ Math (4CR+): MTH 105 or higher ✓ Health/Wellness/Fitness (3CR): HE295, HE 242, HE 250, HE 254, PE 295, PE 142, PE 182 ✓ Information Literacy: embedded within WR courses ✓ Arts & Letters/Humanities: 9-12 credits including three courses from at least two different disciplines including (but not limited to) ART, COMM, ENG, MUS, REL, PHL or Foreign Language ✓ Social Science: 12-15 credits, including four courses from two or more disciplines including (but not limited to) PSY, SOC, PS, HST, ECON ✓ Science/Math/Computer Science: 15-20 credits including at least four courses from at least two	• Complete all courses with a minimum grade of "C" or "Pass" or better. Students must have a cumulative GPA of 2.0 at the time the AS is awarded. • Courses may not be double counted within General Education (e.g. Oral Communication and Arts and Letters) • General Education courses must include; ✓ Writing (8CR): WR 121 and either WR 122 or WR 227 ✓ Oral Communication (3CR+): COMM 111 or COMM 112 ✓ Math (4CR+): MTH 105 or higher ✓ Health/PE: HE250 + 1 CR in PE or HE/PE295 (max 3 CR): HE295, HE 242, HE 250, HE 254, PE 295, PE 142, PE 182 ✓ Information Literacy: embedded within WR courses ✓ Arts & Letters/Humanities: two courses (6 credits) for AS degrees (e.g. ART, COMM, ENG, MUS, REL, PHL or Foreign Language) ✓ Social Science: two courses (6 credits) for AS degrees (e.g. PSY, SOC, PS, HST, or ECON) ✓ Science/Math/Computer Science: 7 credits for AS degrees with at least one lab science (e.g. MTH, CS, BI, G, GS, GEO, CHEM, PHY). • A Maximum of 12 credits can be Career Technical Education courses • A Maximum of 9 credits can be from courses labeled 199/299 • A Maximum of 24 credits can be ESOL	• Complete all courses with a minimum grade of "D" or "Pass" or better. Students must have a cumulative GPA of 2.0 at the time the AGS is awarded. • General Education courses must include; ✓ Writing (8CR): WR 121 and either WR 122 or WR 227 ✓ Oral Communication (3CR+): COMM 111 or COMM 112 ✓ Math (4CR+): MTH 105 or higher ✓ Health/Wellness/Fitness: maximum of 6 credits ✓ Information Literacy: embedded within WR courses ✓ Arts & Letters/Humanities: 6 credits (e.g. ART, COMM, ENG, MUS, REL, PHL or Foreign Language) ✓ Social Science: 6 credits (e.g. PSY, SOC, PS, HST, or ECON) ✓ Science/Math/Computer Science: 6 credits (e.g. MTH, CS, BI, G, GS, GEO, CHEM, PHY) • A Maximum of 9 credits can be from courses labeled 199/299 • A Maximum of 24 credits can be ESOL • A Maximum of 24 credits can be "P" grades • A Maximum of 21 credits can be from Credit for Prior Learning (CPL) • Electives must be used to bring the program of study up to a minimum of 90 credits, and a maximum of 108 • 30 credits are required to meet residency at TBCC, 24 of which must apply to the degree for which the student is being awarded.

disciplines including (but not limited to) MTH, CS, BI, G, GS, GEO, CHEM, PHY and must include at least three lab courses in biological and/or physical science ✓ Cultural Literacy: at least one course from the statewide cultural literacy list, this course can be one of the other general education requirements listed above • A Maximum of 12 credits can be Career Technical Education courses • A Maximum of 9 credits can be from courses labeled 199/299 • A Maximum of 24 credits can be ESOL • A Maximum of 24 credits can be "P" grades • A Maximum of 21 credits can be from Credit for Prior Learning (CPL) • Electives must be used to bring the program of study up to a minimum of 90 credits, and a maximum of 108 • 30 credits are required to meet residency at TBCC, 24 of which must apply to the degree for which the student is being awarded	• A Maximum of 24 credits can be "P" grades • A Maximum of 21 credits can be from Credit for Prior Learning (CPL) • Electives must be used to bring the program of study up to a minimum of 90 credits, and a maximum of 108 • 30 credits are required to meet residency at TBCC, 24 of which must apply to the degree for which the student is being awarded	

The General Education programs outcomes listed above are defined as;

Program Learning Outcomes (Statewide)	Institutional Learning Outcomes
ARTS & LETTERS: Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. **MATHEMATICS:** Use appropriate mathematics to solve problems; and Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.	**Cultural Awareness:** Students will demonstrate respect, honesty, fairness, and ethical principles by understanding and appreciating differences in cultures and behaviors. **Problem Solving Skills:** Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgment based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study. **Lifelong Learning and Professional Competence:** Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to

SCIENCE/COMP SCIENCE: Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. **SOCIAL SCIENCE:** Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live **SPEECH/ORAL:** Engage in ethical communication processes that accomplish goals; Respond to the needs of diverse audiences and contexts; and Build and manage relationships. **WRITING:** Read actively, think critically and write purposefully and capable for academic and, in some cases, professional audiences; Locate, evaluate, and ethically utilize information to communicate effectively; and Demonstrate appropriate reasoning in response to complex issues. **INFORMATIONAL LITERACY:** (embedded in writing courses) Formulate a problem statement; Determine nature and extent of the information needed to address the problem; Access relevant information he use of information effectively and efficiently; Evaluate information and its source critically; Understand many of the economic, legal and social issues surrounding the use of information	guide their continuous and independent development, and adapt to new situations. **Communication Skills:** Students will effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas.

2.0 Program Data and Trends Analysis

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

Data Point	Table	Trend (2016-2018)	Highest Year

Number Program Majors	2.1.b	AAOT: 38 (2017), 41 (2018), 26 (2019) *AAOT students are more likely to be FT AS:15 (2017), 28 (2018), 18 (2019) AGS: 72 (2017), 61 (2018), 39 (2019) *AGS students more likely to be PT *Enrollment declining this past year in these degrees. Slight increase in other areas (e.g. CTE, ABS/GED, non-credit).	AAOT (2018), AS (2018) AGS (2018)
Total FTE	2.1.c	Total: 304.26 (3 year FTE Total) AAOT: 35.29 (2017), 52.13 (2018), 41.6 (2019) AS:10.47 (2017), 24.74 (2018), 15.77 (2019) AGS: 33.46 (2017), 46.13 (2018), 44.67 (2019) 3 year percentage ranged from: Art/Hum: 25-34 FTE, Grand Total: 88.5 Comm: 11-14 FTE, Grand Total: 38.7 RD/WR: 28-32 FTE, Grand Total: 90.42 *2 FT Fac for 217.62 3 YR FTE, Ave 70-75* **Large % is dual credit* Science: 35-53 FTE, Grand Total: 134 *1 FT Fac for 134 3 YR FTE, Ave 44* Soc Sc: 30-40 FTE, Grand Total: 103 CG: 8-10 FTE, Grand Total: 28.8 *1 FT Fac for 132 3 YR FTE, Ave 44* Math: 45-55 FTE, Grand Total: 147 *2 FT Fac for 147 3 YR FTE, Ave 49*	2018 (all)

Number Sections Offered	2.1.d	Art/Hum: 20-29, Grand Total: 75 Comm: 10-12, Grand Total: 33 RD/WR: 24-30, Grand Total: 79 Math: 35-41, Grand Total: 115 Science: 27-30, Grand Total: 85 Soc Sc: 23-31, Grand Total: 80 CG: 8-14, Grand Total: 32	Art/ Hum: 2017 CG: 2019 Comm: 2019 Math: 2019 RD/WR: 2017 Science: 2019 Soc Sc: 2019
FTEF	2.1.e	TYPE 17 18 19 Art/Hum .714 .606 .524 CG .173 .211 .217 Comm .235 .282 .288 Math 1.137 .952 .972 RD/WR .59 .675 .619 Science .745 1.107 .936 Soc Sci .843 .630 .676 Total 4.432 4.463 4.232 **Current largest need for Science, but does not include Healthcare*	See previous box
Fill Rate	2.1.f	TYPE 17 18 19 Art/Hum 49% 53.3% 58.7% CG 56% 56.8% 56.4% Comm 47.7% 51.2% 47.1% Math 58.4% 54.6% 48.8% RD/WR 43.4% 57.5% 57.4% Science 37.6% 54.7% 45.7% Soc Sci 64.4% 58.7% 47.7% Total 51% 55.4% 51%	Notes: • Numbers similar between online and face to face • New offerings have impacted fill rate slightly

% Students Persisting from Fall to Fall	2.1.h	AAOT: 53.25% 2017: 62.07% 2018: 50% 2019: 45.45% AS: 39.02% 2017: 33.33% 2018: 40% 2019:41.67% AGS: 35.63% 2017: 32.43% 2018: 35.48% 2019: 42.11%	See previous box Notes: • We are losing students from Year 1 to Year 2
% Students Persisting from Term 1 to Term 2	2.1.i	AAOT: 92.21% 2017: 89.66% 2018: 88.46% 2019: 100% AS: 90.24% 2017: 77.78% 2018: 90% 2019:100% AGS: 77.01% 2017: 75.68% 2018: 64.52% 2019: 100%	See previous box
Average Successful Completion Rate	2.1.j	AAOT: 24% FT, 6% PT AS: 33% FT, 0% PT AGS: 5% FT, 0% PT ** White students slightly more likely to complete in 2 years (4%)*	Art/ Hum: 2018 CG: 2017 Comm: 2019 Math: 2017

		2.3% transfer to another CC 28.3% transfer to university Art/Hum: 37-90, Grand Total: 88.45% CG: 71-78, Grand Total: 75.68% Comm: 83-89, Grand Total: 87.26% Math: 72-75, Grand Total: 74.48% RD/WR: 71-75, Grand Total: 73.37% Science: 71-80, Grand Total: 76.65% Soc Sc: 82-89, Grand Total: 86.86% Note: • *Women out perform men in general, less so in Comm and Arts/Letters* • *LatinX student outperform except in Comm (exception 2019), RDWR and Science.* • *Part time success rates are abysmal*	RD/WR: 2017 Science: 2018 Soc Sc: 2017

2.2 Program Peer Comparison

How does your program compare with peers?

Program Name: Gen Ed Programs

College (rural, fringe, small)	Total Enrollment	2 YR Cohort comp.	6 YR Cohort comp.	Transfer Rate	Average Successful Completion Rate of cohort
Columbia Gorge	791	10.5%	11.7%	9.2%	27.3%
Oregon Coast	420	20.3%	6.5%	4.1%	24.9-32.8%
Clatsop	819	13.7%	7.9%	17.9%	25.4%
SWOC	2099	25.8%	10.9%	12.5%	21.9%
Treasure Valley	1793	16.6%	5.3%	11.5%	15.4%
TBCC	227	15.8%	4.6%	8.5%	23.8%

*VFA Data, 2012-2016, most recent available

Analysis:

We are on target in comparison to our peers. We transfer slightly less students, and our two/six year completion is on the lower side, but not significantly different than peers.

2.3 Student Enrollment and Achievement by Gender and Race/Ethnicity

Analyze the achievement levels for each of the groups listed below*. *Are there differences in achievement levels across groups? Are there strategies you can implement to provide more support for these populations?
(Attach to Appendix or provide below the Persistence and Success Rates by Gender and Race/Ethnicity as identified by the Office of Institutional Research)

Program Name:

Group	Number of Students Enrolled	% Students Persisting from Fall to Fall	Notes
Males	AAOT (Ave): 15 2017: 7 2018: 4 2019: 4 AS (Ave): 2 2017: 0 2018: 2 2019: 0 AGS (Ave): 13 2017: 6 2018: 4 2019: 3	AAOT (Ave): 60% 2017: 77.78% 2018: 40% 2019: 66.67% AS (Ave): 28.57% 2017: 0.00 2018: 50% 2019: 0.00 AGS (Ave): 31.71% 2017: 26.09% 2018: 36.36% 2019: 42.86%	There are far less men enrolled than women in these programs, but men retain significantly higher in the AAOT (not true of AS/AGS).
Females	AAOT (Ave): 26 2017: 11 2018: 9 2019: 6 AS (Ave): 14 2017: 3 2018: 6 2019: 5 AGS (Ave): 18 2017: 6 2018: 7 2019: 5	AAOT (Ave): 50% 2017: 55% 2018: 56.25% 2019: 37.50% AS (Ave): 41.18% 2017: 42.86% 2018: 37.5% 2019: 45.45% AGS (Ave): 39.13% 2017: 42.86% 2018: 35% 2019: 41.67%	There are more women enrolled in all of these degrees. They retain better in all degrees except for the AAOT.
Asian-American	N too small	N too small	
African-American	N too small	N too small	
LatinX	AAOT (Ave): 18 2017: 4 2018: 3 2019: 3 AS (Ave): 2	AAOT (Ave): 45.45% 2017: 66.67% 2018: 30% 2019: 50% AS (Ave): 28.57%	LatinX students retain and complete the AGS in greater numbers than white students.

	2017: 0 2018: 2 2019: 0 AGS (Ave): 6 2017: 3 2018: 2 2019: 1	2017: 0 2018: 50% 2019: 0 AGS (Ave): 50% 2017: 75% 2018: 50% 2019: 25%	
Native American	N too small	N too small	
Other Non-White	N too small	N too small	
White	AAOT (Ave): 30 2017: 13 2018: 10 2019: 7 AS (Ave): 13 2017: 3 2018: 5 2019: 5 AGS (Ave): 25 2017: 9 2018: 9 2019: 7	AAOT (Ave): 57.69% 2017: 61.9% 2018: 62.5% 2019: 46.67% AS (Ave): 43.33% 2017: 37.5% 2018: 33.33% 2019: 71.43% AGS (Ave): 36.23% 2017: 30% 2018: 37.5% 2019: 46.67%	White students retain and complete more than other races, except in the AGS, where LatinX students outperform other races.

Analysis Highlights and other data;

- Success rates are similar between online and face to face courses.
- New offerings have impacted fill rate slightly, but increase in FTE has made this worth it. New courses added 5.85 FTE over 2018-2019 (e.g. 2018- 63 courses, 71.5 FTE, 1.13 fill rate // 2019- 83 courses, 76 FTE, .92 fill rate) fill rate down but enrollment and FTE increasing.
- We are losing students from Year 1 to completion. First term retention and first year retention is decent, particularly for full-time students.
- Part time success rates are abysmal (term retention, annual retention and completion).
- Women out perform men in general, but less so in Communications and Arts/Letters.
- LatinX student outperform white students except in Communications (except for 2019), Reading-Writing and Science.
- Student's grades in RDWR 115 predict performance in subsequent writing sections. Taking RDWR 115 does not result in a higher WR121 grade, however, passing RDWR 115 does correlate with passing WR 121. This indicates solid alignment, but suggests that more cross-over in curriculum may be warranted.
- Courses with the highest D/F/W/NP rates: CG100, BI 231, BI 222, ECON 201, ECON 202, RDWR 115, WR 121, HST 203, and HST 260. There are varying reasons for this. For example, in HST 260 the numbers of students taking this

class are so low that just one D/F/W is substantive. In CG 100 the number of students who take this class, and as their first class, is increasing. We are revamping that class to a standardized shell that will be taught the same regardless of modality.

- The average DFW percentage each term is 11.5. This means the pass rate is 88.5%. We are pleased with this.
- In 2019 general education course pass rates dipped from 81% to 77-78%, evenly distributed across all courses/general education categories. This is lower than other programs across campus.
- These programs are universally more popular for students 18-21 years of age, followed by those 22-29 years of age).
- We have far more women than men students. In most cases women retain and complete at higher rates than men, except for the AAOT where men retain 10% higher than women.

Analysis

2.6 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

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

- Staffing levels in most areas
- 1st term to 2nd term completion

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

- decreasing enrollment
- degree completion
- declining course pass rates
- retention of part-time students in any of the three degrees

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

- Increase enrollment in male students
- Increase pass rate (supporting students, not lowering standards) in Gen Ed Courses
- Increase course pass rates
- Increase retention and completion
- Increase students of color and other ethnicities across the board
- Increasing the RDWR and COMM performance of LatinX students.

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

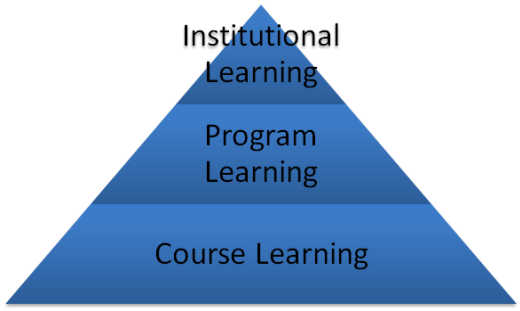
- HOW to improve the Year 1 to 2 retention and completion of all students, but part-time students in particular. While we do not have the answers for how to address this, we are looking at reports that can be run in Moodle

and additional training on Drop Out Detective to provide intervention earlier. We are also going to tie intervention to an action. For example, “It looks like you are struggling in Math, we have a tutoring session on XX, we would like for you to attend.” Then following up to see if they attended. This is far more intrusive, but indicators suggest that this is effective.

3.0 Student Learning Outcomes Assessment

First, I think it is helpful to provide an overview and background of the Student Learning Outcome (SLO) assessment process. The SLO process has three components. All curriculum development requires considering assessment. Assessment promotes equity, links courses, programs, and institutional outcomes, asks questions, solves problems, and seeks to continually improve student learning. Assessment is the connection between desired results and what we accomplish. It is no longer enough to imagine that our teaching results in student learning, we must measure it and make plans to improve results on an ongoing basis. All assessment starts with the following questions;

- What are we trying to do (the goal)?
- How will we know when we have accomplished it (evidence)?
- Where are we now (current state of performance)?
- What steps do we need to take to improve where we are (action plan)?
- Who should be involved in our action plan (collaboration)?
- How is our action plan working (reflection)?
- Once we have achieved the goal, what will our next steps be?



TBCC’s ILO’s are ultimately measured in several different ways. First, they are measured at the end of every single course (that contains an ILO) by the teaching faculty, and every single course (linked to an ILO) must move a student closer to achieving ILO’s. Second, ILO’s are directly measured by an annual survey of all TBCC graduates (Graduation Survey). The ILO’s are worked on annually during the Faculty Self-Evaluation and reflection process. Thus, ILO’s are continually measured on an individual, and collective, cycle. Care has been taken to design courses, and programs, so that students continue to experience and move towards mastery of ILO’s. The results of this assessment are used to improve student learning.

Program Learning Outcomes (PLO): Program Learning Outcomes are what TBCC graduates are expected to achieve as a result of completing their program (degree or certificate). These are published in the catalog and course outcomes are mapped to them in a way that demonstrates how each student will meet them. Program Learning Outcomes are disciplinary (e.g. Criminal Justice, General Education, and so forth). At TBCC, PLO's are measured at the conclusion of every course (individually) by teaching faculty and during program review (collectively). Program Learning Outcomes are also measured by an annual survey of all TBCC graduates (Graduation Survey) for General Education and by seminar course in Career Technical Education (CTE). Thus, PLO's are continually measured on an individual, and collective, cycle. All programs have been designed so that students achieve mastery of program learning outcomes by the end of their successful program completion. PLO's are routinely assessed and that the results of this assessment are used to improve student programmatic learning through Program review goal setting and annual review of goal achievement.

Course Learning Outcomes (CLO): Course Learning Outcomes are what a student is expected to know, think, or do at the end of their course experience. These are measurable and observable. Bloom's Taxonomy is an excellent resource for writing and developing gradually increasing and complex course learning outcomes until mastery of content is achieved. CLO's are measured at the conclusion of every course, and students cannot pass a course without addressing, and achieving, the course learning outcomes.

Courses build skill and content mastery, and they cumulate 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. (see CLO, ILO, PLO mapping chart). The process in its entirety is the process of measuring the Student Learning Outcomes, or SLO's. The mapping document is maintained in the Curriculum SharePoint.

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 Curriculum Specialist 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.

Program and institutional level assessment are worked on individually and collectively by faculty. Ongoing data (PLO and ILO) from regular and all adjunct faculty (regardless of modality) are collected each term at the conclusion of each course. TBCC holds an assessment retreat bi-annually, where data from CLO's, PLO's and ILO's are examined, goals are revisited, the loop is closed, and the cycle of ongoing improvement continues.

The General Education Learning Outcomes are as follows (per state OAR and CCWD Handbook);

Writing/Information Literacy: Upon completing the writing outcomes a student should be able to read actively, think critically, and write purposefully and capably for academic, and in some cases, professional audiences. The student should also be able to locate, evaluate, and ethically utilize information to communicate effectively and demonstrate appropriate reasoning in response to complex issues. A course in writing should; create a learning environment that fosters respectful and free exchange of ideas; include college-level readings that challenge students and require the analysis of complex ideas; provide guided discussions and model practices that help students listen to, reflect upon, and respond to others' ideas; foster students' ability to summarize and respond in writing to ideas generated by reading and discussion; require a substantial amount of formal and informal writing; emphasize writing as a recursive process of productive revision that results in complete, polished texts appropriate to audience needs and rhetorical situations; foreground the importance of focus, organization, and logical development of written work; guide students to reflect on their own writing, to provide feedback on peers' drafts, and to respond to peer and instructor comments; direct students to craft clear sentences and to recognize and apply the conventions of Edited Standard Written English; provide students with practice summarizing, paraphrasing, analyzing, synthesizing and citing sources using a conventional documentation system; and, require appropriate technologies in the service of writing and learning. As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to: formulate a problem statement; determine the nature and extent of the information needed to address the problem; access relevant information effectively and efficiently; evaluate information and its source critically; and understand many of the economic, legal, and social issues surrounding the use of information. A Writing course infused with Information Literacy should include: instruction and practice in identifying gaps in knowledge and recognizing when information is needed; instruction and practice in finding information efficiently and effectively, using appropriate research tools and search strategies; instruction and practice in evaluating and selecting information using appropriate criteria; instruction and practice in research strategies that are recursive and involve multiple stages such as modification of the original strategy and revision of the topic; instruction and practice in the ethical and legal use of information and information technologies; and, instruction and practice in creating, producing, and communicating understanding of a subject through synthesis of relevant information.

Speech/Oral Communication: Upon completion of the speech/oral communication outcomes a student should be able to engage in ethical communication processes that accomplish goals, respond to needs of a diverse audience and contexts, and build and manage relationships. A course in Oral Communication should; include instruction in fundamental communication theories; include instruction and practice of oral communication techniques; include instruction and practice in the listening process;

include instruction and practice in comprehension, interpretation and critical evaluation of communication; include instruction and practice in adapting verbal and non-verbal messages for the listener and communication contexts; include instruction in the responsibilities of ethical communicators; and instruction in the value and consequences of effective communication.

Mathematics: A student who successfully completes the Mathematics outcomes should be able to use appropriate mathematics to solve problems. The successful student should recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate and communicate the results. A course in collegiate level mathematics should require students to; use the tools of arithmetic and algebra to work more complex mathematical concepts; design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results; create mathematical models, analyze these models, and, when appropriate, find and interpret solutions; compare a variety of mathematical tools, including technology, to determine an effective method of analysis; analyze and communicate both problems and solutions in ways that are useful to themselves and to others; use mathematical terminology, notation and symbolic processes appropriately and correctly; and, make mathematical connections to, and solve problems from, other disciplines.

Science/Computer Science: As a result of taking General Education Science or Computer Science courses, a student should be able to: Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. A course in either science or computer science should; analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods; engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight; examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life; engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery; and engage students in the design of algorithms and computer programs that solve problems.

Social Science: As a result of taking General Education Social Science courses, a student should be able to: apply analytical skills to social phenomena in order to understand human behavior; and apply knowledge and experience to foster personal

growth and better appreciate the diverse social world in which we live. An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: understand the role of individuals and institutions within the context of society, assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry; utilize appropriate information literacy skills in written and oral communication; understand the diversity of human experience and thought, individually and collectively; and, apply knowledge and skills to contemporary problems and issues.

Arts and Letters: "Arts & Letters" refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance. As a result of taking General Education Arts & Letters* courses, a student should be able to: interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. A course in Arts & Letters should: introduce the fundamental ideas and practices of the discipline and allow students to apply them; elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts; explore the conventions and techniques of significant forms of human expression; place the discipline in a historical and cultural context and demonstrate its relationship with other discipline; each course should also do at least one of the following: Foster creative individual expression via analysis, synthesis, and critical evaluation; compare/contrast attitudes and values of specific historical periods or world cultures; and examine the origins and influences of ethical or aesthetic traditions. Cultural Literacy outcomes will be included in courses that meet the outcomes and criteria of a Discipline Studies requirement. As a result of taking a designated Cultural Literacy course, learners would be able to: identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference. A course with the Cultural Literacy designation will: explore how culturally-based assumptions influence perceptions, behaviors, and policies; and, examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues. Each course may also do one or more of the following: critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs; investigate how discrimination arises from culturally defined meanings attributed to difference; analyze how social institutions perpetuate systems of privilege and discrimination; and/or explore social constructs in terms of power relationships.

For the 2018-2019 academic year, 77% 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% in the 2016-2017 and 2017-2018 academic years; a gain of 55%. The breakdown of measurement per term is as follows; 36% of courses in fall, 100% of courses in winter, and 100% of

courses from spring were measured. Our completion goal for next year will be to increase the completion of all SLO's and achieve 90% completion.

Data (2018-2019) and comparison:
CLO achievement in all classes: 72.64% (competent and above)
PLO achievement in all classes: 68.38% (competent and above)
ILO achievement across all classes: 70.47% (competent and above)

Gen Ed Specific:

	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)

- All ILO's represented
- Now cover all PLO's (2020)

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)

- All written communication ILO
- All PLO's covered and aligned

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)

- All written communication ILO
- All PLO's covered and aligned

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)

- Primarily Problem Solving Skills with Lifelong Learning and Communication secondary ILO

- All PLO's covered and aligned

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)

- Primarily Problem Solving Skills with Lifelong Learning and Communication secondary ILO
- All PLO's covered and aligned

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)

- All ILO's represented
- All PLO's covered and aligned

General Observations from this year's SLO data;

- General Education program learning outcomes were achieved at lower percentages than all other program learning outcomes.
- In general, regular faculty scored significantly lower on student outcome achievement than adjunct faculty of all types indicating a need to norm responses.
- Adjuncts scored similarly across modality (online, dual credit, onsite).
- Barrier Courses (Defined by DFW rates and course learning outcomes assessment achievement included); MTH 95, MTH 70, CG100, RDWR 115, HST 104, BA 250 and BIO 103.
- It might be worth considering breaking apart RDWR/WR and A/L and COMM.
- We need to improve student learning in ALL areas, though Math and Arts & Letters do show significant improvement over previous years. All other areas have dropped, with RDWR and WR having dropped significantly in terms of Student Learning Outcomes.
- In terms of inter-rater reliability: all regular faculty scored roughly the same, all adjuncts and all dual-credit faculty scored roughly the same (the last two scoring higher than regular faculty). However, all three groups differed. Again this suggests a need to norm the tool and provide training across all three groups.

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

ARTS & LETTERS: Assessments highlighted the need for COMM 111 students to understand basic research and writing skills. Students often

complete COMM 111 before attempting WR 121 and therefore do not begin the course with the skill base needed to succeed. Assessments identified this issue and enabled a shift in instruction. By beginning the course with a unit on basic writing skills, students experienced greater learning in their first speech, and they achieved a significant increase in SLO skill level.

RDWR: RDWR 115 consists of mostly at-risk students. This is a unique demographic that often requires additional support in many areas. Assessments helped to determine the need for structured tutoring outside of the classroom and resulted in the development of wrap-around tutoring. By integrating tutoring as part of the course grade, students are able to complete modules specifically designed to improve reading, writing, and study skills. This established a strong student-centered group and resulted in better-prepared students for WR 121, although only marked improvement was noted in RDWR 115. Formal tutor and instructor training on utilizing the developed modules will have a direct impact on student success and is part of our three-year goal.

WR: The importance of instructional scaffolding is seen through the collection of data in WR 121 and WR 122. By building these courses as student-centered learning environments, students have experienced significant success in the SLO's. Instructor access to department resources and teaching handbooks that emphasize scaffolding has also led to an increase in SLO achievement. This was furthered through the successful introduction of Trauma Informed Curriculum into WR 121. Student retention was at 99% as all students maintained enrollment and actively participated throughout the duration of the course.

SCIENCE: all BI courses have research paper requirements. Over time the quality of these has declined. Faculty recently mandated that all BI classes require students to use only Pub Med Central and Zoterro for citation management. Google, Wikipedia and textbook are no longer allowed. This has resulted in the quality of these papers going up significantly and as a result students are better meeting the course level outcomes.

MATH: The ALEKS course (MTH 99) was design and piloted. It started with over 1200 competencies. This was overwhelming for students and forced a focus on completing tasks and not learning/applying the material. Instructors worked tirelessly as a group to reduce this course down to under 200 competencies so that it reflected what was really needed to meet course learning outcomes and perform at the next level. There were still issues in that students did not perform as well in MTH 111 (primary PLO/ILO's are measured in MTH 105 and MTH 111). As a result we brought back MTH 95 and developed an advising model for learning communities so advisors help get students into the correct path, including MTH 95, if students are going the

MTH 111 route. Over the next few years we will continue to refine this course and measure if the MTH 95 course is successful in preparing students better for MTH 111.

SOCIAL SCIENCE: In History classes the final exam used to consist of ten questions and students could choose three of the ten to address. This has changed and now students are required to apply the course learning outcomes in a mandatory three questions. This has resulted in better student completion of course learning outcomes as measured by faculty. Additionally, faculty can now better measure how students meet course level outcomes. This process would be worth exploring across social sciences.

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

I would not say that SLO's have led to improvement in completion. Our transfer rate is up (23%), but we have no way of knowing how these students do post transfer (until they complete their degree and then we have those results). One of our SLO's is not retention/completion as they are, properly, focused on student learning.

3.3 ***How has assessment of program/institutional level SLOs led to improvements in student learning and achievement?***

One of the best examples is in the Math department. SLO achievement for developmental math was abysmal. Students were stuck at MTH 20/70/95 for long periods of time, often never making progress to college level math. As a result we have significantly revamped the developmental math sequence.

MTH 20/70/95/ALEKS:

- In 2018/19 (six terms), 98 students took MTH 20 and 60% of them passed; 97 students took MTH 70 and 76% of them passed; 104 students took MTH 95 and 72% passed.
- Unfortunately, some of these students took these courses multiple times.
- The MTH 99 ALEKS model is fairly new. However, in that short time, 158 students have taken the class with a 78% pass rate.
- Even more impressive is that 18% of those students completed MTH 20 and 70 in a single term; and, 3% completed MTH 20, MTH 70 and MTH 95 in a single term. (That's 21% that completed more than one course!)
- Getting through the math sequence in not the only goal. It is also important to see how students do in a subsequent course. Where they must demonstrate fundamental achievement of PLO's and ILO's.

- We changed the MTH 105 pre-requisite to MTH 20 (or one level of ALEKS). Thus, 78% of the students who took ALEKS were eligible/able to take the subsequent college level math course.
- We are just beginning to get this data back, but in term one, 82% of the students in MTH 105 passed (all of which were ALEKS prepared students) many of which achieved competent or better achievement of the corresponding CLO/PLO and ILO's.
- We do know the jump from ALEKS level III to MTH 111 is steep. For that reason we have changed our advising guide to more properly guide students. Transfer level degrees in STEM fields suggest MTH 99, MTH 95 and then MTH 111. However, all AAS degrees and non-STEM degrees have the MTH 99 to MTH 105 (and then optional MTH 243- Statistics) path. This is significantly shortened and thus far successful.
- Further we have added college level math to 100% of our degrees because we feel the PLO's and ILO's are crucial. This too has demonstrated success as our Science CLO achievement has improved based upon better success in Math!
- Still of concern is that large percentage of students who did not take the follow up class. This is problematic because if they wait several terms, they may lose skills that would help them achieve the learning outcomes. We are now focusing effort on two different areas; a) more active learning in Math classes, and; b) a campaign to start math early and finish their degree series. We will see what this does to success over the next couple of years.

We have made similar improvements in developmental writing.

RDWR115:
147 students took RDWR115 this past year.

Of these; 10 got an A, 24 got a B, 20 got a C, 5 got a D, 9 got an F, 1 is an I (in progress), 3 got a W, and 75 did not take the follow up course (WR 121).

Discarding the "I", this means that 89% passed WR 121 after taking RDWR 115. 10% did not pass. This is excellent and indicates that RDWR115 is preparing students to be successful in WR121. Still of concern is that 51% did not take the follow up class. Also of concern is that student learning outcomes did not significantly improve, and they decreased for writing students across the board.

Work remains to see improvement in Science, Social Science and Communications (within Arts and Letters).

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

1. **System**
   Our system is, and has been a significant challenge. TBCC started measuring SLO's in 2013 by hand. This was a huge milestone, and our regular faculty have gotten very experienced in this work. All of our courses have aligned and published CLO's, PLO's and ILO's. Mapping is completed and courses are systematically looked at every three years (at minimum). In 2018 adjunct collection and dual-credit faculty assessment of SLO's were added. Our goal, which we have made progress towards is that 100% of our SLO's are measured across all modalities/all faculty/all courses and every year for consistency and course/program/institutional improvement. We have progressed from 22% to 77% and expect to hit 90% this year.

   In 2018 a database was commissioned. It was easy to use and we programmed it with one year of previous data so we had something to compare to. However, the database struggled with security issues and had to be moved behind a firewall that made it all but impossible for people off campus to access. This meant we had our online specialist collecting and entering these by hand (for all faculty). She then sent, by email, results from the previous time the class was taught for faculty to use in improvement. This was amazing and our percentages completed increased, but this is not sustainable long term.

   At the same time we want to disaggregate by student the learning outcomes (versus per course population as a whole). This will require significant changes. We are currently piloting a new, hand-grown, system that will allow us to measure these in the grading section of the course as all faculty must use the Moodle shell. Then info can be pulled into Jenzabar and disaggregated by student. This will be a focus of the upcoming year from a systemic perspective.

2. **Training**
   The new system will require training for everyone- again. This is time consuming and costly (in terms of training).

3. **Time**
   This one is a given, but faculty have many responsibilities in addition to improving ILO and PLO's. They tend to be more focused on CLO's as those are easier to change and see direct impact of interventions. PLO's and ILO's are a longer process and require constant attention to purposeful improvement (often times for small improvements).

4.0 Evaluation of Progress Toward Achievement of Previous Program Plans - N/A this is the first program review for these programs

5.0 Program Plans

5.1 Short-term Plans (three year cycle)

- Establish strong baseline for CLO, PLO and ILO, refine process of using this data to make improvements in student learning.
- 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.
- Add science faculty position (may be combined with another program such as Ag or Health) in order to bring down FTE/FTF.
- Establish learning community degrees and branding in accordance with Guided Pathways as a way to focus student interest and "why for completion".
- 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).
- PART TIME STUDENT RETENTION
    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".
- RETENTION & COMPLETION OF ALL STUDENTS
    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 capstone- and invite the community. The foundation could be involved and support

with food. Could also show it at a major fundraiser. These projects could demonstrate achievement of SLO's over time.

5. Implement trauma informed practices across the curriculum and rain all faculty to use.

Note: In fall we will prioritize these goals and develop implementation plans via our assessment group.

CLO GOALS

Specific goals to address individual barrier courses, and courses with high D/F/W rates are as follows;

- 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.

- 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 (a student needs to be program secure and motivated to succeed). If all of this does not demonstrate improvement, we will explore the addition of a science recitation section requiring an extra three hours in the lab each week.

- BI 222- This is an unusual class in that it is very rarely taught and only has small cohorts of students who plan to go to OHSU. As such losing one student impacts the overall stats of the class. Our plan is to remove this course from the catalog or teaching rotation.

- CG100: During 2020 this course will be completely revamped and taught standardized across all sections. Additionally, the curriculum will be more prescribed and universally discussed. Student progress in this course will be shared out at Curriculum/Faculty meetings in order to find opportunities for other faculty to purposefully embed components in their own sections.

- 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

WR121 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.

- HST 104- This course was removed from the catalog.

- HST 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.

- HST 260- This class has been analyzed in great detail as it is taught by just one adjunct. This adjunct has mapped the time, rigor, and grading across multiple sections at multiple schools with the following results;

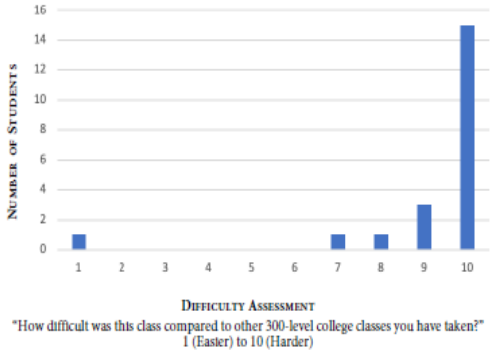


Figure 1. Difficulty Assessment in Two Classes with Hamilla at PSU.

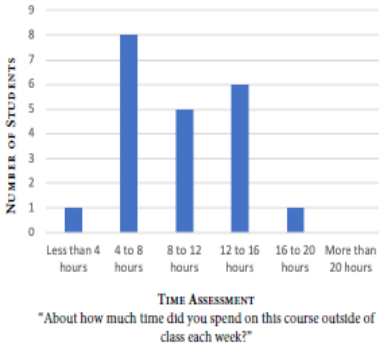


Figure 2. Time Assessment in Two Classes with Hamilla at PSU.

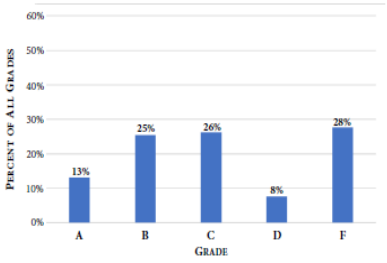


FIGURE 1. Grades assigned by Hamilla at MHCC, 2017-01 to 2019-06

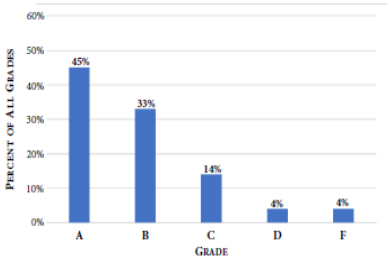


FIGURE 3. Grades at universities nationwide, approximation, 2013.

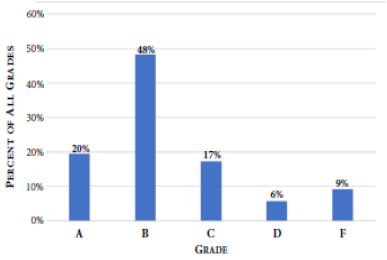


FIGURE 2. Grades assigned by Hamilla at PSU, 2015-06 to 2019-06

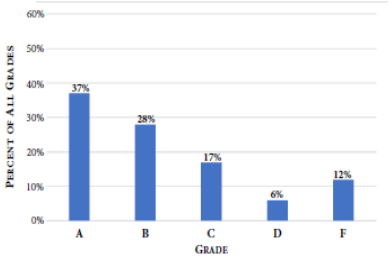


FIGURE 4. Grades at community colleges nationwide, approx., 2012.

Personal records (Figures 1 & 2); http://www.gradeinflation.com (Figures 3 & 4).

This term he is implementing a survey of each student to ascertain their thoughts on the strengths and weaknesses of the course for future analysis and improvements.

- RDWR 115:
  - 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 SLO’s as students are able to effectively participate in the writing process.
  - Pilot 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 SLO’s. 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.

PLO GOALS

RDWR & WR

WRITING: Read actively, think critically and write purposefully and capable for academic and, in some cases, professional audiences; Locate, evaluate, and ethically utilize information to communicate effectively; and Demonstrate appropriate reasoning in response to complex issues.

INFORMATIONAL LITERACY: (embedded in writing courses) Formulate a problem statement; Determine nature and extent of the information needed to address the problem; Access relevant information he use of information effectively and efficiently; Evaluate information and its source critically; Understand many of the economic, legal and social issues surrounding the use of information

1. Implement writing across the curriculum;
    a. 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 skillsets to improve in all SLO's as they complete each course. Suggested assignments and grading rubrics will be developed for faculty to use. Training will be provided to all faculty.
    b. 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.
    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 ILO outcome in a cumulative project.
    d. Explore changing RDWR to a WR sequential course, giving a psychological indicator to students that this is a sequence.

COMM (A&L)

SPEECH/ORAL: Engage in ethical communication processes that accomplish goals; Respond to the needs of diverse audiences and contexts; and
Build and manage relationships.

- 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.
- Discipline specific speaking (integrated/intersection)
- All COMM teachers will discuss, understand and implement this requirement.

SOC SCIENCE

SOCIAL SCIENCE: Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

- 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.

SCIENCE

SCIENCE/COMP SCIENCE: Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

- 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.

MTH

(Old POLs) MATHEMATICS: Use appropriate mathematics to solve problems; and Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results. Reworded as follows; Use appropriate mathematics to solve problems: Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results. And, use logical reasoning to make connections between various mathematical concepts and representations.

The PLOs were modified to better categorize the course learning outcomes. The previous versions were very similar to the Oregon state PLOs, which both basically said the same thing. They were both combined into our new PLO1, and we added PLO2 to cover the remaining learning outcomes that typically are in every math class. This will allow a better grouping of math outcomes that will inform us about what parts of our math classes need improvement. Specific goals will include;

- Standard final exams across courses, that measure (ensure learning)- starting MTH 111 and 105
- Evening tutoring- tutoring improvements and recorded lectures/help features

ILO GOALS

1. Lifelong Learning & Professional Competence: Students will engage in and take responsibility for intentional learning, seeks new knowledge and skills to guide their continuous and independent development and adapt to new situations.
2. Communication Skills: Students will effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas.
3. Problem Solving Skills: 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.
4. Cultural Awareness: Students will demonstrate respect, honesty, fairness and ethical principles by understanding and appreciating differences in cultures and behaviors.

Last year we focused on two ILO's and reported out on them via self-assessment at the end of the year. This did not feel particularly meaningful. We have also been struggling with getting everyone to measure ILO's with the same consistency. Our plan is to;

1. Revisit the ILO 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 measureable 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 ILO'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.

Additionally, we will explore the possibility of;

1. Developing a core group of classes that exist on every map and are taught by regular faculty. Those classes will have purposefully embedded ILO'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 ILO'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 ILO achievement and results would be looked at by all Gen Ed faculty in this group of classes for measurement, improvement, and tracking.

5.2 Long-term Plans (six year cycle)

I do not see a great deal of change in our 3 to 6 year goals (see above). We need to continue these programs, growing them and demonstrating increased student success.

6.0 Requests for Resources

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

Type of Resource	Requested Amount	Potential Funding Source
Personnel	85k 6k	Priority for faculty in this area would be science related (multi-disciplinary) Training dollars
Equipment	15k	Add additional microscopes
Supplies	3k	Chemistry supplies should we locate a chemistry teacher
Total Requested Amount	109k	Note: In general, the continuing operating budget is sufficient to meet the needs of this program. The biggest costs are in course supplies, which are covered by student course fees associated with said classes.

6.1 *Describe the resource request*.
For the most part this program is funded through the General Fund and this is both sustainable and meeting the needs of the programs. In terms of program needs in the next six years we see the need for additional microscopes to outfit the second lab, chemistry supplies (also for the second lab), and a science teacher who could also do double duty in health or Ag Sciences. Success on these goals is not dependent upon this additional funding.

6.2 *What program outcome(s) does the resource request address?*
This request would improve the Science/Comp Science program learning outcome by allowing us to continue the development of different science courses offered in different modalities to meet the needs of diversified learners in different ways.

6.3 *What measurable outcome(s) will result from filling this resource request?*
Increased number of science courses
Increased number of science courses online/hybrid
Student success in science courses, as demonstrated by individual course pass rates

6.4 *How does this request further college fulfillment of the college mission and its Core Theme objectives?*
Helps further the core theme of Educational Excellence: Students are provided with the opportunity to succeed in an equitable, inclusive and supportive environment that enhances individual and professional growth, through academic, personal and professional development.

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

N/A

8.0 High School, Community, and Employer Outreach

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

Dual Credit Offerings:

Nestucca	Neah-Kah-Nie	TSD	Other (new 2019)
• WR 121 • WR 122 • ENG 105 • SPA 101-103 • HST	• COMM 111 • WR 121 • WR 122 • MTH 111 • MTH 112	• ENG 104 • ENG 105 • WR 121 • MTH 111 • MTH 112	WR 121-Washington County WR 122-Washington County

	• BI 101, 102 and 103 • GS 108	• COMM 111 • EC 201	

*Continually expanding

9.0 Executive Summary

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.

10.0 Chief Academic Officer Program Review Summary Page

I'd like to start this CAO review summary by thanking the faculty and staff for their hard work on this program review. In particular Michele DeGraffenreid, Chris Carlson, Geza

Laszlo, Sydney Elliott, John Sandusky and Bob Pietruszka should be commended for their work and dedication to seeing this program review through to the end. We are fortunate to have faculty in this program that are not just educated and experienced, but also deeply invested in student success.

As a group we have committed to the goals below. I am looking forward to watching this process unfold and the faculty own this process!

Gen Ed Program Review Goals	**Owns Measure**
Increasing the number of students who take the entire math sequence SEQUENTIALLY in their first year.	Math Dept
Increasing the number of students who take the entire writing sequence SEQUENTIALLY in their first year.	Writing Dept
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.	CAO & Curriculum Committee
Add science faculty position (may be combined with another program such as Ag or Health) in order to bring down FTE/FTF.	CAO
Establish learning community degrees and branding in accordance with Guided Pathways as a way to focus student interest and “why for completion”.	Guided Pathways Group
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).	Assessment Committee (consisting of all Gen Ed Department Chairs)

PART TIME STUDENT RETENTION 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”.	Assessment Committee, Library, CAO & Curriculum Committee
RETENTION & COMPLETION OF ALL STUDENTS 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 capstone- and invite the community. The foundation could be involved and support with food. Could also show it at a major fundraiser. These projects could demonstrate achievement of SLO’s over time. 5. Implement trauma informed practices across the curriculum and rain all faculty to use.	Assessment Committee, Library, CAO & Curriculum Committee
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.	Bob

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 (a student needs to be program secure and motivated to succeed). If all of this does not demonstrate improvement, we will explore the addition of a science recitation section requiring an extra three hours in the lab each week.	Bob
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 WR121 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.	Darryl
RDWR 115: § 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 SLO’s as students are able to effectively participate in the writing process Pilot 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 SLO’s. This will address the issue of 51% of students not attempting the follow-up course in the Writing sequence.	Michele/Syd

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.	Michele/Syd
HST 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.	John
Implement writing across the curriculum; a. 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 skillsets to improve in all SLO's as they complete each course. Suggested assignments and grading rubrics will be developed for faculty to use. Training will be provided to all faculty. b. 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. 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 ILO outcome in a cumulative project. d. Explore changing RDWR to a WR sequential course, giving a psychological indicator to students that this is a sequence.	Michele/Syd

• 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. • Discipline specific speaking (integrated/intersection) • All COMM teachers will discuss, understand and implement this requirement.	Michele
• 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.	John
Specific goals will include; • Standard final exams across courses, that measure (ensure learning)- starting MTH 111 and 105 • Evening tutoring- tutoring improvements and recorded lectures/help features	Geza/ Chris
• 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.	Bob
1. Revisit the ILO 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 measureable 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 ILO'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.	Assessment Committee

1. Developing a core group of classes that exist on every map and are taught by regular faculty. Those classes will have purposefully embedded ILO'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 ILO'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 ILO achievement and results would be looked at by all Gen Ed faculty in this group of classes for measurement, improvement, and tracking.	Assessment Committee

Transfer Degrees (AS, AGS and AAOT)

The data included here are for all of the courses included in these transfer degrees. Courses have been categorized by 'department':

Arts/Humanities:
ART
LANG
SPA
ENG
MUS

RD/WR:
RD
WR
RDWR

Math:
MTH

Social Science:
SOC
PSY
GEO
HIST
REL
EC

PHL
PS

Science:
BI
GS
ESR
G

Communications:
COMM

Courses – Data describing courses and enrollment in Transfer degrees for the academic years 2017-2019

The table below displays the number of enrollments by department for the last 3 years. Duplicated

Departments:	2017	2018	2019	Grand Total
Art/Hum	394	332	266	992
CG	136	168	171	475
Comm	131	157	160	448
MTH	519	430	441	1390
RD/WR	328	348	323	999
Science	261	395	350	1006
SocScience	469	352	376	1197
Grand Total	**2238**	**2182**	**2087**	**6507**

The table below shows the number of sections by department by year:

Departments:	2017	2018	2019	(blank)	Grand Total
Art/Hum	29	26	20		75
CG	8	10	14		32
Comm	10	11	12		33
MTH	39	35	41		115
RD/WR	30	24	25		79
Science	27	28	30		85
SocScience	26	23	31		80
(blank)	1	3	3		7
Grand Total	**170**	**160**	**176**		**506**

The tables below show the number of **sections** of each course by year, by department

Departments:	2017	2018	2019	Grand Total
Art/Hum	**29**	**26**	**20**	**75**
American Literature to 1865	1	1		2
American Literature to 1865 (OER)			1	1
Drawing		1		1
Drawing I	1			1
First Year Spanish - First Term	1	1	1	3
First Year Spanish - Second Term	5	1	1	7
First Year Spanish - Third Term	2	1		3
Introduction to Drawing	1	2	3	6
Introduction to Folklore and Mythol	1	1		2
Introduction to Jazz History		1		1

Introduction to Jazz History (Onlin	2			2
Introduction to Literature (Drama)	2	3	2	7
Introduction to Literature (Fiction	3	3	3	9
Introduction to Literature (Poetry)	1	1	1	3
Introduction to the History of Rock	1	1	1	3
Modern Art History - Early 20th Cen		1	1	2
Modern Art History: Early 20th Cent	1			1
Music Appreciation (Online)	1	1	1	3
Music Cultures of the World (Onlin	1	1		2
Music Cultures of the World (Online			1	1
Painting I	1		2	3
Painting II	1		1	2
Printmaking		1		1
Survey of American Literature		1		1
Survey of American Literature (Onli	1		1	2
Understanding Architecture	1	2		3
Understanding New Media Arts	1	2		3

Departments:	**2017**	**2018**	**2019**	**Grand Total**
CG	**8**	**10**	**14**	**32**
College Survival and Success	4	5		9
College Survival and Success (OER)	1	1	6	8
College Survival and Success (Onlin	2	2	3	7
Cooperative Education: Career Explo			2	2
Introduction to Today's Careers: He	1	2	3	6
Comm	**10**	**11**	**12**	**33**
Gender and Communication	1			1
Gender and Communication (OER)		1		1
Introduction to Intercultural Commu	1	1	2	4
Public Speaking	7	6	7	20
Public Speaking (OER)		1		1
Public Speaking (Online)			2	2
Public Speaking (Online)(OER)		1		1
Small Group Communication: Process	1	1	1	3

Departments:	**2017**	**2018**	**2019**	**Grand Total**
MTH	**39**	**35**	**41**	**115**
Basic Math (ALEKS Online)			1	1
Basic Math (ALEKS)			1	1
Basic Math (Online)			1	1
Basic Math (Online) (OER)		1	2	3
Basic Math (Online)(OER)	3	3		6
Calculus I			1	1
Calculus I (OER)	1	2	1	4
Calculus II			1	1
Calculus II (OER)	1		1	2
Calculus II(OER)		1		1
Calculus III	1			1
Calculus III (OER)		1		1
College Algebra	3	3	2	8
College Algebra (OER)	2	2	6	10

College Algebra(OER)		1		1
Elementary Functions	1	4	2	7
Elementary Functions (OER)	2	1	3	6
Elementary Functions(OER)		1		1
Foundations of Elementary Math I	1	2		3
Foundations of Elementary Math II		2		2
Foundations of Elementary Math III	1		1	2
Intermediate Algebra		1		1
Intermediate Algebra (ALEKS MATH)			1	1
Intermediate Algebra (OER)	1	1	8	10
Intermediate Algebra (Online ALEKS)			1	1
Intermediate Algebra Second 4 wk	1			1
Introductory Algebra		2	1	3
Introductory Algebra - First 4 wk	2			2
Introductory Algebra - Second 4 wk	1			1
Introductory Algebra - Second Term	2			2
Introductory Algebra (ALEKS MATH)			1	1
Introductory Algebra (OER)		1	3	4
Introductory Algebra (Online ALEKS)			1	1
Introductory Algebra (Online)		2		2
Introductory Algebra (Online) (OER)			1	1
Introductory Algebra(OER)		1		1
Math 60	3			3
Math 60 (OER)	4			4
Math 60 (Online)	1			1
Math 95	4	1		5
Math 95 (OER)	1			1
Math 95(OER)		1		1
Statistics I (OER)	1	1	1	3
Statistics II	1			1
Vector Calculus I	1			1

Departments:	**2017**	**2018**	**2019**	**Grand Total**
RD/WR	**30**	**24**	**25**	**79**
College Reading	1			1
College Reading and Writing		6	6	12
English Composition I	5	5	5	15
English Composition I (Hybrid)	1	1		2
English Composition I (Hybrid) (OER			1	1
English Composition I (OER)		1	2	3
English Composition I (Online)	3	2	4	9
English Composition II	6	4	3	13
English Composition II (Online)	3	3	2	8
Introduction to Expository Writing	1			1
Reading/Writing	8			8
Technical and Professional Writing	2	2	2	6
Science	**27**	**28**	**30**	**85**
Biology	7	6	7	20
Cell Biology for Health Occupations	4	4	2	10
Environmental Science: Biological P	1	2	4	7

Human Anatomy and Physiology I			2	2
Human Anatomy and Physiology I (OER	2	2		4
Human Anatomy and Physiology II		2	2	4
Human Anatomy and Physiology II (OE	2			2
Human Anatomy and Physiology III	2			2
Human Anatomy and Physiology III (O		2	2	4
Human Genetics		1	1	2
Introduction to Physical Geology		1		1
Introduction to Physical Geology (O	1		2	3
Microbiology	2	2	2	6
Physical Geology	1			1
Physical Geology (Online)		1	2	3
Physical Science (Oceanography)	3		1	4
Physical Science (Oceanography) (On		1	2	3
Physical Science (Oceanography)(Hyb		1		1
Principles of Biology I	1	1		2
Principles of Biology II		1		1
Principles of Biology III	1	1		2
Volcanoes and Their Activity (Onlin			1	1

Departments:	**2017**	**2018**	**2019**	**Grand Total**
Science	**27**	**28**	**30**	**85**
Biology	7	6	7	20
Cell Biology for Health Occupations	4	4	2	10
Environmental Science: Biological P	1	2	4	7
Human Anatomy and Physiology I			2	2
Human Anatomy and Physiology I (OER	2	2		4
Human Anatomy and Physiology II		2	2	4
Human Anatomy and Physiology II (OE	2			2
Human Anatomy and Physiology III	2			2
Human Anatomy and Physiology III (O		2	2	4
Human Genetics		1	1	2
Introduction to Physical Geology		1		1
Introduction to Physical Geology (O	1		2	3
Microbiology	2	2	2	6
Physical Geology	1			1
Physical Geology (Online)		1	2	3
Physical Science (Oceanography)	3		1	4
Physical Science (Oceanography) (On		1	2	3
Physical Science (Oceanography)(Hyb		1		1
Principles of Biology I	1	1		2
Principles of Biology II		1		1
Principles of Biology III	1	1		2
Volcanoes and Their Activity (Onlin			1	1

Departments:	**2017**	**2018**	**2019**	**Grand Total**
SocScience	**26**	**23**	**31**	**80**
Being and Knowing (Online)			1	1
Comparative Political Systems			1	1
Ethics (Online)			1	1
History of Sexuality in America		1		1

History of the Middle East	1		1	2
History of the United States from 1	3	3	3	9
History of the United States to 184	1	1	1	3
Human Development	3	1	1	5
Introduction to Abnormal Psychology	1		1	2
Introduction to Economics	1	1	1	3
Introduction to GIS			1	1
Introduction to History		1		1
Introduction to Political Science		1		1
Introduction to Psychology, Part I	2	1	2	5
Introduction to Psychology, Part II	2	1	1	4
Principles of Economics: Macroecono	1	2	2	5
Principles of Economics: Microecono	3	3	3	9
Psychology and Human Relations	2		1	3
Religion in the United States to 18			1	1
Social Problems	1		4	5
Social Problems (OER)		1		1
The Holocaust	1	2	1	4
US Government: Foundations and Prin	1	1	1	3
Western Civilization: Ancient to M	1	1	1	3
Western Civilization: Medieval to E	1	1	1	3
Western Civilization: Modern Europe	1	1	1	3

Completion Rate By department:

	Passing Percentage			
Dept:	**2017**	**2018**	**2019**	**3-year Passing Rate**
Art/Hum	87.19%	90.85%	87.11%	88.45%
CG	78.49%	77.81%	71.10%	75.68%
COMM	83.40%	88.19%	89.58%	87.26%
MTH	75.81%	74.46%	72.93%	74.48%
RDWR	75.38%	71.02%	74.07%	73.37%
Science	77.06%	80.97%	71.96%	76.65%
SocScience	89.62%	88.38%	82.37%	86.86%
	81.47%	**81.12%**	**77.94%**	**80.23%**

Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C or P. The percentage of students who were unsuccessful incudes students who received a grade of D, F, NP, AU (audit) or W for the course.

Completion Rate by Department by Sex:

	2017	2018	2019
Department:	Passed	Passed	Passed
Art/Hum	87.2%	90.9%	87.1%
Women	88.6%	90.6%	86.9%
Men	84.2%	91.5%	87.6%
CG	78.5%	77.8%	71.1%
Women	89.3%	79.3%	76.0%
Men	62.4%	73.9%	58.6%

COMM	83.4%	88.2%	89.6%
Women	82.0%	87.6%	92.1%
Men	86.0%	89.5%	85.6%
MTH	75.8%	74.5%	72.9%
Women	80.6%	74.8%	75.7%
Men	67.0%	73.8%	68.4%
RDWR	75.4%	71.0%	74.1%
Women	79.2%	67.5%	74.2%
Men	69.7%	80.9%	73.8%
Science	77.1%	81.0%	72.0%
Women	80.5%	83.7%	72.8%
Men	70.5%	73.3%	70.1%
SocScience	89.6%	88.4%	82.4%
Women	91.1%	92.8%	84.1%
Men	86.7%	79.0%	78.9%
Grand Total	81.5%	81.1%	77.9%

Completion Rate by Department by Race/Ethnicity:

	2017	**2018**	**2019**
Department:	Passed	Passed	Passed
Art/Hum	87.2%	90.9%	87.1%
White	84.7%	89.6%	84.4%
Undisclosed	86.7%	96.7%	87.0%
Latinx	93.4%	91.3%	96.8%
CG	78.5%	77.8%	71.1%
White	77.1%	79.2%	72.0%
Undisclosed	70.0%	75.8%	63.3%
Latinx	88.9%	75.0%	71.9%
COMM	83.4%	88.2%	89.6%
White	84.0%	88.9%	86.4%
Undisclosed	92.9%	82.4%	96.6%
Latinx	78.7%	88.9%	95.8%
MTH	75.8%	74.5%	72.9%
White	74.7%	76.1%	72.0%
Undisclosed	75.0%	84.1%	70.8%
Latinx	80.6%	61.5%	76.7%
RDWR	75.4%	71.0%	74.1%
White	71.2%	73.9%	77.0%
Undisclosed	75.0%	69.1%	75.4%
Latinx	89.5%	63.6%	64.7%
Science	77.1%	81.0%	72.0%
White	77.0%	84.2%	69.2%
Undisclosed	79.4%	68.2%	78.6%
Latinx	75.0%	78.7%	76.1%
SocScience	89.6%	88.4%	82.4%
White	86.4%	90.7%	80.9%
Undisclosed	95.7%	87.9%	76.8%
Latinx	92.5%	81.1%	90.1%
Grand Total	81.5%	81.1%	77.9%

Program Enrollment and Productivity

Total FTE:

Department	2017	2018	2019	Grand Total
Art/Hum	34.294106	29.074502	25.14901	88.51762
CG	8.303916	10.115682	10.41764	28.83724
Comm	11.301958	13.545093	13.80392	38.65097
MTH	54.590179	45.703907	46.67449	146.9686
RD/WR	28.298031	32.396068	29.72156	90.41566
Science	35.501946	53.145087	44.92743	133.5745
SocScience	40.462733	30.260775	32.4392	103.1627
Grand Total	212.752869	214.241114	203.1333	630.1272

Full-time equivalent faculty (FTEF):

Department	**2017**	**2018**	**2019**
Art/Hum	0.714	0.606	0.524
CG	0.173	0.211	0.217
Comm	0.235	0.282	0.288
MTH	1.137	0.952	0.972
RD/WR	0.590	0.675	0.619
Science	0.740	1.107	0.936
SocScience	0.843	0.630	0.676
Grand Total	**4.432**	**4.463**	**4.232**

Note: FTEF is calculated on the basis of an average full-time faculty load of teaching 16 credits per quarter, or 48 credits over fall, winter, and spring quarters. This estimates the teaching load being carried by faculty in this program.

Fill Rate: Fill rate represents the total enrollment in Transfer program course sections as a percentage of available seats. As such it is an indication of capacity available within the program to accommodate increases in enrollment.

Department	**2017**	**2018**	**2019**	**Grand Total**
Art/Hum	49.0%	53.3%	58.7%	53.1%
CG	56.0%	56.8%	56.4%	56.4%
Comm	47.7%	51.2%	47.1%	48.6%
MTH	58.4%	54.6%	48.8%	53.8%
RD/WR	43.4%	57.5%	57.4%	52.1%
Science	37.6%	54.7%	45.7%	46.1%
SocScience	64.4%	58.7%	47.7%	56.3%
Grand Total	**51.0%**	**55.4%**	**51.0%**	**52.3%**

Program Outcomes

Demographics- the tables below describe all new students at TBCC during these years, no matter which term they began. Persistence and retention rate data are calculated using only those students who start in fall term.

Program Majors by Gender

	Women		**Men**	
Degree Goal	**N**	**%**	**N**	**%**
Assoc of Arts Oregon Transfer	**72**	**68.57%**	**33**	**31.43%**

2017	25	65.79%	13	34.21%
2018	28	68.29%	13	31.71%
2019	19	73.08%	7	26.92%
Assoc of General Studies	**98**	**56.98%**	**74**	**43.02%**
2017	39	54.17%	33	45.83%
2018	36	59.02%	25	40.98%
2019	23	58.97%	16	41.03%
Assoc of Science	**51**	**83.61%**	**10**	**16.39%**
2017	13	86.67%	2	13.33%
2018	22	78.57%	6	21.43%
2019	16	88.89%	2	11.11%
Grand Total	**221**	**65.38%**	**117**	**34.62%**

Program Majors by Race/Ethnicity

	White		**Latinx**		**Undisclosed Identities**	
Degree Goal	**N**	**%**	**N**	**%**	**N**	**%**
Assoc of Arts Oregon Transfer	**72**	**68.57%**	**25**	**23.81%**	**8**	**7.62%**
2017	28	73.68%	6	15.79%	4	10.53%
2018	25	60.98%	13	31.71%	3	7.32%
2019	19	73.08%	6	23.08%	1	3.85%
Assoc of General Studies	**123**	**71.51%**	**30**	**17.44%**	**19**	**11.05%**
2017	52	72.22%	9	12.50%	11	15.28%
2018	41	67.21%	13	21.31%	7	11.48%
2019	30	76.92%	8	20.51%	1	2.56%
Assoc of Science	**47**	**77.05%**	**9**	**14.75%**	**5**	**8.20%**
2017	14	93.33%	1	6.67%		0.00%
2018	21	75.00%	5	17.86%	2	7.14%
2019	12	66.67%	3	16.67%	3	16.67%
Grand Total	**242**	**71.60%**	**64**	**18.93%**	**32**	**9.47%**

Program Majors by Age

	2017		**2018**		**2019**	
Degree Goal	**N**	**%**	**N**	**%**	**N**	**%**
Assoc of Arts Oregon Transfer	**38**		**41**		**26**	
Under 18		0.00%		0.00%	1	3.85%
18-21	26	68.42%	27	65.85%	21	80.77%
22-29	8	21.05%	8	19.51%	2	7.69%
30s		0.00%	4	9.76%	2	7.69%
30's	1	2.63%		0.00%		0.00%
40+	3	7.89%	2	4.88%		0.00%

	2017		**2018**		**2019**	

Degree Goal	N	%	N	%	N	%
Assoc of General Studies	**71**		**61**		**39**	
Under 18		0.00%	1	1.64%	1	2.56%
18-21	31	43.66%	31	50.82%	18	46.15%
22-29	14	19.72%	12	19.67%	9	23.08%
30s		0.00%	8	13.11%	8	20.51%
30's	11	15.49%		0.00%		0.00%
40+	15	21.13%	9	14.75%	3	7.69%

	2017		2018		2019	
Degree Goal	**N**	**%**	**N**	**%**	**N**	**%**
Assoc of Science	**15**		**28**		**18**	
Under 18		0.00%	2	7.14%	1	5.56%
18-21	10	66.67%	11	39.29%	12	66.67%
22-29	3	20.00%	8	28.57%	2	11.11%
30s		0.00%	4	14.29%	1	5.56%
30's	2	13.33%		0.00%		0.00%
40+		0.00%	3	10.71%	2	11.11%

Persistence to second term:

	Persisted		Dropped	
Row Labels	**N**	**%**	**N**	**%**
Assoc of Arts Oregon Transfer	**71**	**92.21%**	**6**	**7.79%**
2017	26	89.66%	3	10.34%
2018	23	88.46%	3	11.54%
2019	22	100.00%		0.00%
Assoc of General Studies	**67**	**77.01%**	**20**	**22.99%**
2017	28	75.68%	9	24.32%
2018	20	64.52%	11	35.48%
2019	19	100.00%		0.00%
Assoc of Science	**37**	**90.24%**	**4**	**9.76%**
2017	7	77.78%	2	22.22%
2018	18	90.00%	2	10.00%
2019	12	100.00%		0.00%
Grand Total	**175**	**85.37%**	**30**	**14.63%**

Retention (year 1 to year 2):

	Retained		Dropped	
Major	**N**	**%**	**N**	**%**
Assoc of Arts Oregon Transfer	**41**	**53.25%**	**36**	**46.75%**
2017	18	62.07%	11	37.93%
2018	13	50.00%	13	50.00%

2019	10	45.45%	12	54.55%
Assoc of General Studies	**31**	**35.63%**	**56**	**64.37%**
2017	12	32.43%	25	67.57%
2018	11	35.48%	20	64.52%
2019	8	42.11%	11	57.89%
Assoc of Science	**16**	**39.02%**	**25**	**60.98%**
2017	3	33.33%	6	66.67%
2018	8	40.00%	12	60.00%
2019	5	41.67%	7	58.33%
Grand Total	**88**	**42.93%**	**117**	**57.07%**

	Retained		Dropped	
Retention by Sex and Major:	**N**	**%**	**N**	**%**
Men	**30**	**41.10%**	**43**	**58.90%**
Assoc of Arts Oregon Transfer Average:	**15**	**60.00%**	**10**	**40.00%**
2017	7	77.78%	2	22.22%
2018	4	40.00%	6	60.00%
2019	4	66.67%	2	33.33%
Assoc of General Studies Average:	**13**	**31.71%**	**28**	**68.29%**
2017	6	26.09%	17	73.91%
2018	4	36.36%	7	63.64%
2019	3	42.86%	4	57.14%
Assoc of Science Average:	**2**	**28.57%**	**5**	**71.43%**
2017		0.00%	2	100.00%
2018	2	50.00%	2	50.00%
2019		0.00%	1	100.00%
Women	**58**	**43.94%**	**74**	**56.06%**
Assoc of Arts Oregon Transfer Average:	**26**	**50.00%**	**26**	**50.00%**
2017	11	55.00%	9	45.00%
2018	9	56.25%	7	43.75%
2019	6	37.50%	10	62.50%
Assoc of General Studies Average:	**18**	**39.13%**	**28**	**60.87%**
2017	6	42.86%	8	57.14%
2018	7	35.00%	13	65.00%
2019	5	41.67%	7	58.33%
Assoc of Science Average:	**14**	**41.18%**	**20**	**58.82%**
2017	3	42.86%	4	57.14%
2018	6	37.50%	10	62.50%
2019	5	45.45%	6	54.55%
Grand Total	**88**	**42.93%**	**117**	**57.07%**

	Retained		Dropped		Total N
Row Labels	**N**	**%**	**N**	**%**	
Latinx	**18**	**43.90%**	**23**	**56.10%**	**41**

Assoc of Arts Oregon Transfer Average:	**10**	**45.45%**	**12**	**54.55%**	**22**
2017	4	66.67%	2	33.33%	6
2018	3	30.00%	7	70.00%	10
2019	3	50.00%	3	50.00%	6
Assoc of General Studies Average:	**6**	**50.00%**	**6**	**50.00%**	**12**
2017	3	75.00%	1	25.00%	4
2018	2	50.00%	2	50.00%	4
2019	1	25.00%	3	75.00%	4
Assoc of Science Average:	**2**	**28.57%**	**5**	**71.43%**	**7**
2017		0.00%	1	100.00%	1
2018	2	50.00%	2	50.00%	4
2019		0.00%	2	100.00%	2
All Other Race/Ethnicities	**2**	**15.38%**	**11**	**84.62%**	**13**
Assoc of Arts Oregon Transfer Average:	**1**	**33.33%**	**2**	**66.67%**	**3**
2017	1	50.00%	1	50.00%	2
2019		0.00%	1	100.00%	1
Assoc of General Studies Average:		**0.00%**	**6**	**100.00%**	**6**
2017		0.00%	3	100.00%	3
2018		0.00%	3	100.00%	3
Assoc of Science Average:	**1**	**25.00%**	**3**	**75.00%**	**4**
2018	1	100.00%		0.00%	1
2019		0.00%	3	100.00%	3
White	**68**	**45.03%**	**83**	**54.97%**	**151**
Assoc of Arts Oregon Transfer Average:	**30**	**57.69%**	**22**	**42.31%**	**52**
2017	13	61.90%	8	38.10%	21
2018	10	62.50%	6	37.50%	16
2019	7	46.67%	8	53.33%	15
Assoc of General Studies Average:	**25**	**36.23%**	**44**	**63.77%**	**69**
2017	9	30.00%	21	70.00%	30
2018	9	37.50%	15	62.50%	24
2019	7	46.67%	8	53.33%	15
Assoc of Science Average:	**13**	**43.33%**	**17**	**56.67%**	**30**
2017	3	37.50%	5	62.50%	8
2018	5	33.33%	10	66.67%	15
2019	5	71.43%	2	28.57%	7
Grand Total	**88**	**42.93%**	**117**	**57.07%**	**205**

Completion:

	Award in 2 Years		Award in more than 2 years		No award		Total #
Major	#	%	#	%	#	%	
AAT							
Full Time	5	24%	2	10%	14	67%	21
Part Time	1	6%	1	6%	14	88%	16

AGS							
Full Time	1	5%	4	21%	14	74%	19
Part Time		0%	1	2%	46	98%	47
AST							
Full Time	4	33%	2	17%	6	50%	12
Part Time		0%		0%	8	100%	8
Grand Total	11	9%	10	8%	102	83%	123

	Award in 2 Years		Award in more than 2 years		No award		Total #
Row Labels	**#**	**%**	**#**	**%**	**#**	**%**	
Men - Average Rate:	**5**	**9.6%**	**4**	**7.7%**	**43**	**82.7%**	**52**
AAT	3	20.0%	1	6.7%	11	73.3%	15
AGS		0.0%	2	7.7%	24	92.3%	26
AST	2	18.2%	1	9.1%	8	72.7%	11
Women - Average Rate:	**6**	**8.5%**	**6**	**8.5%**	**59**	**83.1%**	**71**
AAT	3	13.6%	2	9.1%	17	77.3%	22
AGS	1	2.5%	3	7.5%	36	90.0%	40
AST	2	22.2%	1	11.1%	6	66.7%	9
Grand Total	**11**	**8.9%**	**10**	**8.1%**	**102**	**82.9%**	**123**

	Award in 2 Years		Award in more than 2 years		No award		Total #
Row Labels	**#**	**%**	**#**	**%**	**#**	**%**	
Latinx - Average Rate	**1**	**6.3%**	**3**	**18.8%**	**12**	**75.0%**	**16**
AAT	1	14.3%	2	28.6%	4	57.1%	7
AGS		0.0%	1	14.3%	6	85.7%	7
AST		0.0%		0.0%	2	100.0%	2
Other Race/Ethnicities Average Rate		**0.0%**	**2**	**25.0%**	**6**	**75.0%**	**8**
AAT		0.0%		0.0%	2	100.0%	2
AGS		0.0%	1	20.0%	4	80.0%	5
AST		0.0%	1	100.0%		0.0%	1
White Average Rate	**10**	**10.1%**	**5**	**5.1%**	**84**	**84.8%**	**99**
AAT	5	17.9%	1	3.6%	22	78.6%	28
AGS	1	1.9%	3	5.6%	50	92.6%	54
AST	4	23.5%	1	5.9%	12	70.6%	17
Grand Total	**11**	**8.9%**	**10**	**8.1%**	**102**	**82.9%**	**123**

Note: These data are for students who began with the college in 2014-2015.

Outcomes for Transfer Majors

	Attended only		Attended only (still Enrolled)		Transfer to Other CC with No Award		Transfer to 4 Year Uni with No Award		Award with No Transfer		Award & Transfer to Other CC		Award & Transfer to 4 Year Uni	
Row Labels	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**
Full-Time Students	37.5 %	21	5.4%	3	8.9 %	5	26.8 %	15	8.9 %	5	5.4 %	3	7.1 %	4
Part-Time Students	70.7 %	53	4.0%	3	9.3 %	7	13.3 %	10	1.3 %	1	0.0 %		1.3 %	1
Grand Total	**56.5 %**	**74**	**4.6 %**	**6**	**9.2 %**	**12**	**19.1 %**	**25**	**4.6 %**	**6**	**2.3 %**	**3**	**3.8 %**	**5**

Note: The table above displays all transfer students in the 2014-2015 cohort and their best outcome achieved in 4 years.

FTE By Major – this is the total FTE produced by students in each of these majors by year

AGS	**FTE**
2017	33.46
2018	46.13
2019	44.67
Assoc of Arts Oregon Transfer	
2017	35.29
2018	52.13
2019	41.60
Assoc of Science	
2017	10.47
2018	24.74
2019	15.77
Grand Total	**304.26**