

Office of Instruction Program Review 2019-2020

I. Program/Service Area Description – provide an overview of the work of your department, including how your work supports the mission of the college

- a. The Office of Instruction oversees the operation of TBCC instruction, under the direction of the College President. This work is accomplished through the Technicians, Program Coordinators and Specialists, Dean of Industrial Technology, Dean of Academic Partnerships, faculty (both regular and adjunct), tutors as well as the Chief Academic Officer. The work is completed through the shared governance that exists in faculty meetings, staff meetings and curriculum meetings as well as through College Council and college Leadership meetings. The Office of Instruction is responsible for *providing* the quality education for our diverse community. The Office of Instruction provides these services via;
 - i. 330 academic classes, 2 noncredit training certificates (Phlebotomy, Medical Interpreter), 16 certificates, 21 degrees
 - ii. Adult Basic Skills, GED and ESOL coursework
 - iii. Contracted training: NCRD, YMCA, driver's education, and agency partners
 - iv. Customized Training opportunities
 - v. Hundreds of noncredit classes for CEU's, career support, emerging career, and hobby recreation courses
 - vi. Dual credit courses at 8 different high schools
 - vii. Internships, CWE and hands on skills training
 - viii. Accreditation (CAO is Accreditation Liaison Officer)
 - ix. Curriculum, Course Scheduling and class assignments
 - x. Library and Tutoring services
 - xi. Guided Pathways initiatives
 - xii. Assessment and improvement of student learning outcomes
 - xiii. Working with faculty to ensure online bookstore is managed
 - xiv. Campus events and scheduling

II. Program/Service Area Details

- a. Staff (Individual and FTE)
 - i. The Office of Instruction has 20 full time employees (1 FTE) of which 2 are part-time staff (.50), 9 are regular faculty (1 FTE), 64 are part time faculty, 27 are dual credit instructors and 6 are tutors. Effective May of 2020 this will be reduced by one .50 position.
 - ii. Staffing discussed in this report include: The Chief Academic Officer, the Office of Instruction Support Specialist, Dean of Academic Partnerships, Dean of Industrial Technology, Office of Instruction Program Coordinator, Online Instruction & Curriculum

Specialist, and the Tillamook Works Program Coordinator. Other staff are reported under program reviews and academic reviews in other departments and areas.

b. Duties and Responsibilities

i. Teresa Rivenes PhD/EdD, Chief Academic Officer, 1 FTE

- Accreditation ALO
- Long term Vision & Strategic Initiatives for Instruction
- Instructional budget oversight and development
- Policy & Administrative Rule Development for instruction
- Evaluations (Program, Staff, Faculty)
- Faculty oversight
- Professional Development
- Community Involvement (AAUW, NW Early Learn Commission Board and the Tillamook County Commission on Childcare)
- Communication regarding all aspects of Instruction
- Monitor class enrollment and oversee scheduling
- Personnel management of all Office of Instruction personnel
- Recruitment of faculty, staff and dual credit teachers
- Facilitation of curriculum development, facilitation of curriculum approval, curriculum oversight, assessment, and continual improvement
- Responsible for the overall process and ensuring the components of student learning
- Work with the leadership of the college to ensure that instructional funding goals are met
- Guided Pathways lead
- Internal Meetings: Leadership, Board of Education, Guided Pathways, TEC/TSTC, all Advisory committees and Faculty Master Planning
- Represents the college externally at: CIA & CAO (state affinity groups)

ii. Holly Kraus, Office of Instruction Support Specialist, 1 FTE

- Online Bookstore process and selection of materials (.75 FTE)
- Event Scheduling & room scheduling/reservations
- Door schedules (posting cancelled classes)
- Reception and direction for the Office of Instruction (.25 FTE)
- Scheduling CAO and managing calendar
- Scheduling evaluations each term
- Purchasing for instruction (and green sheets)
- Running NOTA & SEA
- Collecting syllabi, NOTA, SEA each term
- Ordering food for meetings
- Ordering supplies (for CAO & faculty workroom)
- Maintaining mailboxes upstairs
- Compilation of materials and set up for faculty in-service, committee meetings, and faculty trainings
- Serve as point of contact for individuals to schedule meeting with CAO
- Respond to adjunct faculty questions
- As requested tasks/assistance

- Travel arrangements for CAO (registrations, hotel, flight, payment and expense reports, mileage reimbursements)
- Credit card arrangements
- Internal meetings and committees: College Council, Office of Instruction staff meeting, Event Planning committee

iii. Darryl Spitzer, Dean of Industrial Technology, 1 FTE

- Oversight, vision and direction of Apprenticeships
 - Ind. Plant Electrician
 - Electrical
 - LME
 - Millwright
 - Oversight, assessment, evaluation, scheduling, coordinating
 - Program review
 - Instructor evaluation
- Oversight, vision and direction of MIT
 - Oversight, assessment, evaluation, scheduling, coordinating
 - Program review
 - Instructor evaluation
 - Advisory Committee
- Oversight and direction of Welding
 - Oversight, assessment, evaluation, scheduling, coordinating
 - Program review
 - Instructor evaluation
 - Advisory Committee
- Oversight and direction of AgTech
 - Oversight, assessment, evaluation, scheduling, coordinating
 - Program review
 - Instructor evaluation
 - Advisory Committee
- Oversight and direction of New CTE (Machining, Automotive, Drones)
 - Oversight, assessment, evaluation, scheduling, coordinating
 - Program review
 - Instructor evaluation
 - Advisory Committee
- Oversight and direction of MSSC/CPT
 - High School coordination
 - Oversight, assessment, evaluation, scheduling, coordinating
 - Program review
 - Instructor evaluation
- CTE growth
- Perkins
- Dual credit sponsorship in CTE and academic fields
- Assessing student, faculty, and community concerns and addressing
- Internal Meetings: advisory board meetings, staff meetings, faculty meetings, curriculum meetings, faculty senate, facility master planning
- External Meetings: OCCAC, JATC, WOC, ONWIB, CTE Deans, CTE Network, ACTE, ACTI Code Com

- iv. Kandi Spitzer, Dean of Academic Partnerships, 1 FTE
 - Oversight and direction of ABS/GED/ESOL
 - Oversight, assessment, evaluation, scheduling, coordinating
 - Vision, Quality & Supervision
 - Concurrent Enrollment
 - Community Corrections Project
 - Oversight, assessment, evaluation, scheduling, coordinating
 - Oversight and direction of the Dual Credit program
 - Oversight, assessment, evaluation, scheduling, coordinating
 - Perkins Programs of Study
 - TSTC/Counseling
 - Washington County oversight
 - Program review and state audits
 - Oversight and direction of the Criminal Justice
 - Oversight, assessment, evaluation, scheduling, coordinating
 - Program review
 - Instructor evaluation
 - Advisory Committee
 - Grow dual credit here due to interest
 - Career Pathways Grant
 - Partnership degrees and certificates
 - NWESD partnership
 - Academic Partnerships (four year transfer partners)
 - Maintaining Course & Transfer articulations (MOU)
 - New program development
 - Internal meetings and committees: staff meeting, faculty meeting, curriculum meeting, TSTC, advisory committee meetings
 - External meetings: Dual Credit Coordinators, OCABSD
 - Assessing student, faculty, and community concerns and addressing

- v. Brooke Bennett, Office of Instruction Program Coordinator, 1 FTE
 - Program Coordination of Healthcare
 - Healthcare pathways
 - NHMA oversight
 - EMS/MA/Phlebotomy oversight
 - OT, Nursing, Diagnostic Imaging, Medical Lab Tech, Pharm Tech partnerships
 - Build new pathways
 - Advisory committee oversight
 - Assessing student, faculty, and community concerns and addressing
 - Articulations and partnerships in healthcare
 - organization of advisory boards/steering committees, audits
 - liaison with healthcare partners
 - Project Management as assigned working closely with CAO
 - Annual/bi-annual healthcare career fair
 - course/faculty scheduling
 - Course Evaluation software, process, implementation and monitoring all aspects of
 - Meeting minutes (Curriculum and Faculty)

- Internal meetings and committees: Office of Instruction staff meeting, faculty meetings, advisory board meetings, curriculum committee
 - External meetings: advisory committee, state EMS consortium
- vi. Sarah Miller, Online Instruction & Curriculum Specialist, 1 FTE
- Moodle/Online Instructor Assistance (new instructor meeting to discuss Moodle, Drop Out Detective and RFI database, course design, support, and everything technical)
 - Moodle Shells- build, organize, publish
 - Quality Matters facilitation
 - QM course reviews and evaluations of online courses
 - Online course monitoring- participation time, active engagement of faculty, RFI implementation/follow up, training
 - Professional development for faculty in online instructional tools
 - Technical support
 - Technical ideas and innovation support and implementation
 - Web team (and instructional maintenance)
 - RFI database development, maintenance and training
 - RFI Reports
 - RFI follow up
 - Catalog management/maintenance
 - Web Forms
 - Other projects as requested (e.g. master spreadsheets)
 - Internal meetings and committees: Office of Instruction staff meeting, faculty meetings, Guided Pathways, curriculum committee
 - External meetings: OCCDLA, ORMATYC
- vii. Shelby Owles, Tillamook Works Program Coordinator, 1 FTE
- Day-to-day Tillamook Works program operations including: intern applicants career readiness preparation, maintaining relationships with community and business partners,
 - Convening and facilitating TW Steering Committee.
 - Develops and facilitates county-wide community building career connected learning events and programs (e.g. paid and unpaid internship opportunities, job shadows, and overall career exposure opportunities)
 - Marketing program to local school districts, industry/business partners, and community members
 - Recruits youth/student candidates for internship positions
 - Supports OST
 - Manages the selection process for internship applicant placements
 - Establishes new and maintains existing industry partnerships and database
 - Builds relationships within intern applicants and finalizes intern cohort with continuous formal and informal career readiness coaching and training
 - Supports the continuous evaluation and improvement of the Tillamook Works program
 - Serves as a liaison for industry partners and school district partners; which includes the vetting of industry partners and coaching industry partners on youth/internship engagement

- Supports TBCC internal processes, certificates, and work related experiences and internship programs
- Coordinates professional development opportunities for intern cohorts
- Tracks intern performance data and provides references for interns
- Ensures that Tillamook Works is equitable and accessible to all members of the community with intentional outreach and recruitment for Alternative Education and Special Education programs.

III. Service Needs

- a. Discuss any emerging needs or trends in the service area
 - i. The Office of Instruction at TBCC is unique due in part to the size of TBCC. Employees all wear various “hats” and typically do more than one job. A key focus of the office is being aware of industry and student needs. We have multiple programs with competing interests and unique challenges. For example;
 1. General Education and Transfer: Many of our degrees are intended to move a student through to a four-year institution. This is particularly true of programs like the AAOT, AS in Forestry, AS in Animal Science, AS in Ag Science, AS in natural Resource and AS-transfer degrees. In these degrees we ensure students learn a solid core of general education and are prepared to move as juniors into receiving institutions. This requires coordination across the state and specific institutions in the forms of MOU’s. Our general education core is set by the state and largely driven by transfer programs. *Staying abreast of instructional best practices are key for these degrees/certificates.*
 2. Career Technical Education (CTE): Our CTE programs are “terminal” in that they are designed to move students through the program and directly into the workplace. As such, a unique component of these degrees is that they all require an internship or work experience component that is designed to prepare a student for the workplace and give them experience in a safe low stakes way. These programs all have a basic general education core but are largely driven by industry and business needs. *Thus, staying abreast of workforce needs, industry demands, and new industry standards are key to developing skilled, employable graduates.*
 3. Dual Credit: Our dual credit program includes classes taught at the high school by high school teachers, classes taught at the high school by our faculty (contracted classes), and high school students who attend TBCC at a discounted rate (Expanded Options). We maintain very high standards for these programs as they are audited by the state for adherence to statewide regulations (and it is the right thing to do). This past review cycle we have put a great deal of time into aligning classes, engaging in co-professional development (high school and college faculty), aligning assessments and working together to ensure that the courses at the high school are equivalent to our TBCC classes. We have intentionally ensured that every class offered counts toward a transfer or CTE degree with no wasted credit. Our dual credit audit, where we were found to be “substantially in compliance” with state dual credit standards, confirmed our good work in this area. *At the same time these classes are challenging because they are driven by the high schools and taught by instructors who are not paid to do the work*

required. We could offer them tuition remission starting this year (for themselves and/or a dependent) which is huge accomplishment and much appreciated (we are the only college in the state that does this).

4. Other areas that are outside of scope of this service area review, but still an important part of the Office of Instruction, include; Lifelong Education, Community Education, Continuing Education, Customized Training, non-credit training certificates, Library, and programmatic specific academic reviews.
- ii. Guided Pathways (GP): TBCC is participating in Guided Pathways. As part of that work, we have set the following needs statement; Three percent of our part-time students and 23% of our full time students graduate. We believe that we can take steps to remedy this. We believe it is our responsibility to ensure all students succeed. To do this we must clarify student choices, help students chose a goal, works towards their goal and succeed. We believe that TBCC's small size enables us to be impactful in meeting individual needs. And, we believe that education should be accessible, equitable, and based upon data driven improvement. We believe Guided Pathways provides the framework and structures that allow us to do this important work. Our GP work is focused on;
1. Setting "learning communities" for students to belong to and take courses in that help them progress towards their goal.
 2. Improving the onboarding process. And,
 3. Improving a student's first three terms at TBCC.
- iii. Developmental Education re-design (in preparation for Guided Pathways);
1. We have created a math pathways that allow students to start college without a placement test and gets those students through college level math in two terms. The data thus far shows that;
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 (3-8) 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.
 - We changed the MTH 105 pre-requisite to level one of ALEKS. Thus, 78% of the students who took ALEKS could 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).
- We do know the jump from ALEKS 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.

Still of concern is the 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 pass. We are now working on ways to incentivize students and encourage them to complete their math sequence.

2. TBCC took even more drastic measures in Reading/Writing by eliminating all developmental education and placing students directly into RDWR 115 (a college level course) with writing studio co-requisite. The results of this work thus far show that;

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.
- 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. This is problematic because if they wait several terms, they may lose skills that would help them pass.
- We are now working on ways to incentivize students and encourage them to complete their writing sequence.

3. We are also doing work to offer MTH 99, RDWR115 in Spanish and CG100 in Spanish. The curriculum is currently in development. Along with this, we are also aligning our GED classes with these courses to ensure these students are prepared for MTH 105 and/or WR 121.

4. Throughout all of this work we are helping students connect (decide on the path), enter (get on the path), support them in their progress (keep them on the path) and complete their programs (demonstrate learning/job readiness skills).

- iv. Curriculum development and approval: Every year instruction is required to review all degrees and certificates which we do through the faculty led curriculum committee. We are also required to review courses every three years, also done through curriculum committee. In the past review period curriculum committee has developed policy, developed procedures, clarified degree expectations, clarified general education requirements at each level of degree, reviewed all programs (twice) and reviewed 100% of course CCOGs (Course Content and Outline Guides).

v. Student Learning Assessment:

TBCC's Student Learning Assessment process is made up of three components; course learning outcomes (CLO), program learning outcomes (PLO) and institutional learning outcomes (ILO).

TBCC's ILO's are ultimately measured in three different ways. First, they are measured at the end of every single course (that contains an ILO), and every single course (linked to an ILO) must move a student closer to achieving ILO's. Second, ILO's are measured during the program review process. Thirdly, ILO's are directly measured by an annual survey of all TBCC graduates (Graduation Survey). 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. That these are routinely assessed and that 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) and during program review (collectively). They too are 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.

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.

Each faculty member works on individual course improvement. Each time a class is taught they measure outcomes, collect student feedback (via student surveys), and assess themselves. They document what will be done differently next time. The Online Technician sends them their stored data prior to re-teaching the class so that they can reflect on selected changes during the next re-teaching. Each course is assessed on an ongoing basis, the loop is closed, and new goals for improvement are set.

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 set, the loop is closed, and the cycle of ongoing improvement continues.

vi. Budget:

The Office of Instruction has several budget funds (numbers rounded):

- Skills Development- \$112500: The vast majority of money spent in this fund supports direct student instruction.
- Continuing Education \$95k: This is a self-support fund and it generates revenue for TBCC through non-credit offerings.
- Bus Admin- \$269k: All most all of this funds direct student instruction. This year we re-labeled this category LDC-Business as Business has grown into a transfer program.
- LDC- \$1039268: This is where the majority of all credit classes are funded.
- LDC AG/NR/For- \$70k: This money funds instruction and coordination of these transfer programs.
- Criminal Justice and Public Safety- \$184k: This fund is where both Criminal Justice and Healthcare live. We will be splitting these apart next year and they will each have their own funds. The Healthcare fund is new and is being started with an influx from Strategic Funding.
- Manufacturing and Welding- \$195k: These funds cover instruction and supplies for the MIT and welding programs.
- Instructional Support- \$500k: This fund covers operating expenses for the office of instruction, professional development, staffing, travel, and misc.
- Library- \$224k, which includes tutoring and testing.
- Rough totals: \$2,688,768
- The office of instruction does work hard to bring in revenue. Examples include;
 - Partnering with the NWESD to fund a writing position. They paid 100% for one year, 70% year 2, 50% year three and then TBCC will assume costs (after having built up FTE to support).
 - Partnering with TEC to fund the Tillamook Works Internship Coordinator in its entirety.
 - Partnering with the jail to bring in aprox. \$35k, total, to support education efforts for individuals in community corrections.
 - Partnering with OCCC to offer cooperatively delivered courses and have them pay for 6-9k of our instructional costs within the Education program. This partnership also provided up with 4k in marketing materials for the Education program.
 - Tuition through credit, non-credit and Expanded Options programs.

b. Provide relevant data to support these trends

- i. Appendix 1: FTE
- ii. Appendix 2: Dual Credit Status
- iii. Appendix 3: High School Surveys
- iv. Budget (not attached, available upon request and sent to all staff/faculty monthly)

c. Strengths, Weaknesses, Opportunity, Threats

- i. Strengths, all of which put us in a good place to move forward;

1. Hands down the biggest strength we offer is the Office of Instruction staff. These truly amazing individuals make great big things happen and happen well!
2. Due to TBCC's small size, we can meet individual needs. We also do not have big grants (e.g. Title II) that ties our hands creatively.
3. Partnerships in the community (e.g. school districts, hospital, industry) are all very supportive and committed to helping TBCC succeed as it helps our community succeed.
4. Faculty work plans are not hindered by a bargaining process which allows us to customize work plans to meet faculty needs *and* interests.
5. We have done a ton of work on policies, procedures, processes and handbooks to improve consistency throughout Instruction.
6. We have also worked very hard to bring in revenue which is a bit unusual for an Office of Instruction (in comparison to other colleges).

ii. Weaknesses

1. Staffing. TBCC's small size means that we do not have large pots of money to support CTE programs and/or competitive wages for staff. We are also limited by the numbers of full time faculty. Specific examples of this; a) Deans across the state make as much as 60k-90k while ours make far less; and, b) OCCC, which has less LDC FTE, has 14 faculty in comparison to our 8.
2. Equipment/Facilities. Again, our small size means we do not have money for new buildings and expensive machinery/tools at the same level as a much larger school. This has ethical implications and we do not want to see our students get a sub-par experience based upon size, location and funding.
 - It is essential that we continue to support greater funding for small schools that simply cannot subsist on tuition alone.
 - At TBCC this is compounded by the fact that we share our facilities with the high school. While this has many positive benefits, it also makes it difficult to grow when we are limited by the high school scheduling in the same space. As we saw recently with Covid-19, when the high school closes we are forced to close as well.

iii. Opportunities

1. The HR Answers project has provided some hope that we will see better wages for our staff and an increase in faculty numbers over time.
2. We are excited about the FMP process and possibility of acquiring a CTE building which would allow us to grow our CTE programs.
3. Marketing. There is much room to grow in Marketing. Staffing in that department has been challenged over the past year or so, but that provides with an opportunity to grow and do new great things.

iv. Threats

1. Online instruction
2. Out of district schools (e.g. PCC, LBCC, Chemeketa, Willamette Promise)
3. Changing instructional models and missions (e.g. the role of community college and where it fits in the high educational system)
4. Limited jobs and economy in Tillamook County. This makes it hard to prepare our students for local jobs (where they would be limited), but at the same time getting programs approved using national/state data is challenging.

- d. Explain how these needs or trends impact your work
- i. What all of this tell us is that the work instruction does is crucial to Tillamook County. We have good partners and opportunities to grow. To do so, we must; a) purposefully plan for the future; b) be creative and flexible; and c) we must keep a careful eye on the higher educational landscape so that we are aware and informed of issues, questions, concerns and opportunities as they arise. We have purposefully put this into the Dean position description (as well as the CAO), so that we are not leaving this to chance but ensuring it happens in a thoughtful and consistent way.

IV. Service Area Outcomes – 2017-2018 & 2018-2019

GOAL	THRESHOLD & Measurement	Activity	Notes
TBCC will grow programs and partnerships to increase opportunities for students.	<p>TBCC will increase dual credit offerings by 5% in 18/19. There were 37 courses offered in 17/18.</p> <p>Thresholds</p> <ul style="list-style-type: none"> • Green: 3-5% growth • Yellow: 1-3% growth • Red: No growth <p>Baseline: Dual credit articulated sections increased from 31 to 37 from 2016-17 to 2017-18.</p> <p>NeahKahNie: 2017: 11, 2018: 13 THS: 2017: 20, 2018: 24 NVHS: 2017: 0, 2018: 0</p> <p>This year, there were 300 students in 40 sections of 35 unique courses (dual credit specific, not including Expanded Options). This is an increase of 3 course sections, or 8%.</p>	<p>This year we need to focus on measuring the step we took last year to see if we are on the right track. New in implementation are the following;</p> <ul style="list-style-type: none"> a) Sponsored dual credit model; b) NWESD partnership for writing; c) Relationship building at all three area high schools. <p>We need to see if these measures significantly impact dual credit growth. At the same time we have worked on quality and alignment through the dual credit audit.</p> <p>The dual credit audit was returned with no recommendations. We were actually a state model for our handbooks and several other schools reached out and asked for copies (SWOCC and Umpqua). This is good news. We have added two writing teachers in Washington county and are working to get this funded for another year (30% of position). Additionally, our Dean of Academic Partnerships was hired and is meeting with all teachers to work on relationship building. We are on track to meet this goal.</p>	<p>LPCE 3.2 Leadership, Partnership & Community Engagement</p>
All faculty will have an understanding of their strengths, areas of potential growth, and a plan to address any needs skills, so that TBCC can continually improve its educational infrastructure and support effective teaching and learning.	<p>All full time (regular) faculty will complete a professional development plan that includes strengths and potential areas for growth.</p> <p>Thresholds: GREEN = >90% YELLOW = 75-89% RED = <75%</p>	<p>Develop PD form/plan Tie to institutional goals (WIG)</p> <p>This has been a challenge so we have gone about it differently this year.</p> <ol style="list-style-type: none"> 1. We have asked all faculty to complete the PD form if obtaining professional development and they have done so. 2. We are completing a program review annual form that will help measure progress on PLO/ILOs. 	<p>LPCE 5.2 Leadership, Partnership & Community Engagement</p>

		3. We will set goals during the annual evaluation that allow for PD development.	
Student learning will be measured consistently over time, in order to draw conclusions at the CLO, PLO and ILO level that can be used to improve student learning.	<p>2017/2018 22% of CLO's were measured during the academic year 17-18</p> <p>2018/2019: The total for the year was 90%, with full timers completing 100%. We need to continue this level and keep continuing to increase our completion percentage- though we made significant gains over last year.</p> <p>Thresholds:</p> <ul style="list-style-type: none"> • Green >=80% • Yellow = 60-79 • Red = < 60 	<p>2017/2018:</p> <ol style="list-style-type: none"> 1. review data 2. use data to formulate an improvement plan 3. implement intervention to demonstrate improvement. <p>2018/2019:</p> <p>New activities include; Sarah sending out reminders and following up on them independently until all are collected and entered. This has increased the number collected and we just need to maintain and demonstrate use for improvement.</p> <p>Note:</p> <ol style="list-style-type: none"> 1) We are exploring new ways of doing this in Moodle that might work better. A task team has been developed. 2) Sarah is emailing results each team so that faculty know what they need to improve on each term. We reviewed the SLO work at fall in-service as part of our assessment institute. At this time we also adopted annual ILO's that we will work on and focus on this year (Cultural Diversity and Critical Thinking). <p>The database is not effective, but we have formed a task group to look at options and find a way to address the problems. We are on the second meeting.</p>	EE 3.1, 3.2 and 3.3 Educational Excellence
Student barriers to success will be minimized through innovative instructional design and provision of comprehensive instructional support services that assist student's success.	<p>The number of wrap-around academic support services provided will be increased by at least one service from 2017/2018.</p> <p>Thresholds:</p> <ul style="list-style-type: none"> • Green: >= 1 new service • Yellow/red = 0 <p>2017/2018: MET Baseline: Number of initiatives designed and implemented in 17/18 include: Writing Studio, wrap-around tutoring, and online tutoring services.</p> <p>2018/2019: MET 1. Added math studio so that all students could get assistance in</p>	<p>We have measured how students do in WR 121 after RDWR 115 (per department and instructor). Results have been emailed to all faculty in department. The interesting things is that RDWR 115 seems to be working, BUT the issue is that students take RDWR 115 and then do not take WR121 right away. For this reason we need to focus on how many students complete the writing sequence (RDWR115 to WR121 and WR122 if needed). Results are much the same for Math. People are doing well in the follow up class, when they are taking it. This next year we will focus on number of students who complete their sequence successfully from dev ed to college level in year one.</p>	EE 1.1 Educational Excellence

	<p>math and not just developmental students 2. Added basic computer tutoring to math studio</p> <p>2019-2020: NEW GOAL/CHANGED to: Develop baseline data on the success of writing and math studios.</p>	<p>Note: data can be found in file titled WR/MTH Grade breakdown.</p> <p>NOTE: we are also evaluating tutors each year and have implemented tutor surveys for use after tutoring sessions to determine student opinion of effectiveness. Current planning efforts;</p> <p>(a) market tutoring and wrap around services (b) will evaluate effectiveness of current services and share results of this (c) increasing effectiveness of this measure all around (d) math and writing departments have met to discuss how to help move students through sequence and measure success</p> <p>Will continue to measure by completion of sequence in first year (also a strategic plan measure).</p>	
<p>Guided Pathways :</p> <p>Our systems will support students in the early identification of their goals</p> <p>Instruction sub group specific:</p> <p>We will develop a first year experience that ensures every student strongly identifies their academic goal and provides the skills necessary to stay on track.</p>	<p>2019/2020: Qualitative for now-see Guided Pathways Action Plan, will develop additional/specific goals through process</p> <p>First IDEA: My threshold would be the % of students who complete 24 credits in their first year; 24% green 15% yellow >less than 15% red</p> <p>Second idea: % of students who have a meaningful CEP and discuss w/advisors at least 1x per year</p>	<p>1. Three subgroups- a) one to determine meta majors, b) one to examine and prep for the first three terms of a students' experience and c) one to examine and improve onboarding.</p> <p>Our goal will be to determine subgroups by spring term, look at undecided students and make any revisions needed to CG 100. Onboarding is improving the application and orientation process.</p> <p>1. Sub group first three terms has a plan. We have reviewed the CG 100 data and determined it appears to be working. We do have some ideas for embedding assignments in the class that will support this work. 2. Metas in progress. 3. Onboarding in progress.</p> <p>NOTE: all details can be found on the Guided Pathways SharePoint site.</p>	<p>EE 1.2, 1.3, 2.1 and 2.2 Educational Excellence</p>
<p>New partnerships will be developed through the CE department (Workforce, Continuing Education, Customized Training, and Community Education) in order to</p>	<p>2019/2020: Growth of FTE in CE (baseline 2 FTE from 18/19) Green: 5% growth in FTE</p>	<p>New: 1) Complete program review- MET 2) set specific targets in each area- MET</p>	<p>LPCE 5.2 Leadership, Partnership &</p>

<p>better meet the needs of our diverse community.</p>	<p>Yellow: 3-4% growth in FTE Red: < 3% growth in FTE</p> <p>\$ in Customized Training Green: \$30k + Yellow: \$20-29k Red: <\$20k</p>	<p>3) implement strategies to address and meet targets- MET</p> <p>DISCONTD: Hire additional staff to support contracted training MET: Drivers Ed Plan</p> <ul style="list-style-type: none"> • Build processes for Con Ed, Com Ed, Drivers/Truck and Contracted Training (operations manual) • Increase FTE to 159.5, then 167.5, then 176 • Increase revenue brought in by Customized training to \$300 per year, then \$600, then \$1200. • Develop at least one program for seniors and determine effectiveness • Revisit the registration process and identify solutions to address registration frustrations • Revisit the non-credit payment structure and develop a structure that is both revenue centric and attractive to new instructors • Produce flyers in Spanish for Spanish speaking students to create awareness of NCTC opportunities. • Add 1 NCTC to the college offerings and ETPL list (e.g. welding, machining, construction, etc.) 	<p>Community Engagement</p>
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V. Project list for current year (2018-2019)

2017/2018 (under previous CAO)

- Explore feasibility of TBCC Nursing Program- MET
- Support design and implementation of Meyer Memorial Trust Education program (if funded) – MET
- Design and implement Forestry program- MET in 2018/2019
- Continue to recruit new instructors and support addition of new variety in all fields of course offerings- Ongoing
- Oversight and Coordination of BA and Ag/NR program reviews - MET in 2018/2019
- Develop comprehensive employment information on CTE programs and high-demand occupations for publication in catalog and website -MET
- Renew existing and develop new articulation agreements with four year colleges and universities- Ongoing
- Support expansion in customized training - ongoing
- Outcomes and Assessment – “Closing the Loop” – design process for documenting follow-up action and results for prior year/quarter’s learning outcomes assessments - MET in 2018/2019
- Lead review and revision of remaining course learning outcomes – review catalog listings, inactivate courses not anticipated to be taught in coming year, assign courses remaining to appropriate faculty- - MET in 2018/2019
- Coordinate and oversee review and revision of CTE program learning outcomes - MET in 2018/2019

- Lead first round of revised CLO, PLO, ILO assessment - MET in 2018/2019
- Write and publish TBCC Assessment plan - MET in 2018/2019
- Develop and release Access Database Design position – recommend contract position MET
- Develop TEC proposal for funding of stipends for high school dual credit faculty - MET in 2018/2019
- Develop plan and template for Tillamook Student Transitions Consortium (TSTC) - MET in 2018/2019
- Design, coordinate and conduct initial training sessions for TSTC - MET in 2018/2019
- Lead initiatives to support further implementation of Guided Pathways approach - MET in 2018/2019
- Expand Dual Credit with Nestucca - MET in 2018/2019
- Develop Guidelines for Online Instruction- MET in 2018/2019
- Support implementation of Writing Studio and NetTutor - MET in 2018/2019
- Lead development of alternate math pathway (statistics) - MET in 2018/2019
- Further develop ABE/GED/ESOL model with correlated placement for GED completers and potential pathways designed for ESOL/GED students - MET in 2018/2019
- Support development and publication of Online Student Skills Assessment - MET in 2018/2019
- Lead review of course pre- requisites (all courses and programs) - MET in 2018/2019
- Recruit required members for EMS advisory committee - MET in 2018/2019
- CJA Advisory Committee – reconstruct and conduct (quarterly) meetings – Judge Joel? - MET in 2018/2019
- Develop CLEP Testing Process and Scoring conventions - NA
- Review/revise Faculty Qualifications – TBCC adjuncts and Dual Credit - MET in 2018/2019
- Investigate and identify funding source for ABE/GED/ESOL program - MET in 2018/2019
- Complete analysis of Staffing in Administrative Services - MET in 2018/2019
- Develop and formalize Adjunct Faculty Job Descriptions (minimum responsibilities associated with adjunct base pay rate) - MET in 2018/2019
- Develop and formalize full- time faculty load definition - MET in 2018/2019

2018-2019 Project List

Project	Description	Budget Requirements	Progress
Nursing Program Agreement with OCCC	<ul style="list-style-type: none"> • meet with Dana Lara/Linda Molino • Get MOU signed • Remove Clatsop from web site • Get new material to publicize • Ensure zoom ready for spring • Intake ready for FALL • Be prepared for competitive entry if needed for # of slots • Notify NWCCU of change (if not already done), teach out not needed as cohort completed 	40k- Hospital will pay this amount for TBCC (partnership)	Completed.
Education Program design and oversight	<ul style="list-style-type: none"> • Align courses • Sign MOU • NWCCU, L Team, CC and Board notification • Marketing • Incorporate courses into schedule 	staff time, and marketing	Completed

Instructional Staffing Analysis and propose new positions for 2019-20	<ul style="list-style-type: none"> • Fill Continuing Ed Position • Refine Project Coordinator position and announce and fill • Discuss needs of staff/departments in preparation for Feb planning • Determine full time faculty needs (ratio) • Determine coordinator role and responsibility 	Advertise positions, positions budgeted in Gen Fun budget for 19/19 already	Completed <ul style="list-style-type: none"> • Filled CE position • Approved Dean position for CE • Hired Dean of Academic Partnerships • Programs without coordination: AAOT, AGS, ASOT B, CJ, • Added new position in Math and Welding • Added new dual credit position in Writing • Was not able to expand Library staff • Budget required reduction in CE
Implementing Smart Catalog	<ul style="list-style-type: none"> • Meet with Heidi and Sheryl to determine what project is and what is needed 	UNK	In Progress, will be completed when single sign-on completed
Develop evaluation plan for adjunct faculty	<ul style="list-style-type: none"> • Review full time faculty evaluation process • Determine feasibility for adjuncts • Develop form and process • Get feedback from Curriculum Committee, L Team, CC • Implement with 5 adjuncts this year • Goal: assess all over five year cycle and evaluate all new adjuncts during their first term 	N/A	Rolled over to next year- not completed.
Revise CCOG template to include information needed for accreditation	<ul style="list-style-type: none"> • Review CCOG • Determine locations of all CCOG • Compare with needs for accreditation • Take needed changes to Curriculum Committee, L Team, CC, Board (if needed) • Contract to have all adapted or develop plan to adapt all • Clarify Distribution list of courses to go in catalog • Review all course Pre-reqs 	\$500-1000 may be needed for the admin work to convert to new process	Completed. Reviewed many CCOG and created the 50% that were missing. Also removed 50+ from catalog that were not being taught.
Review Standard 2 needs in Instruction for Accreditation	<ul style="list-style-type: none"> • Read and review 2 • Determine gaps • Gather data to support current work • Draft • Feedback • Re-write 	\$0	Completed. Britney has entered in Policy Tech, will be approved at Board in May.
Work on Guided Pathways Plan relating to Instruction for entering Cohort 2	<ul style="list-style-type: none"> • When cohort released, bring grant app to L Team with grant worksheet • Complete grant app • Start work plan 	\$0	Completed. Budget and assessment sent in and given green light by all stakeholders.

Work with Faculty to revise Instructional Policies and AR, particularly in areas of curriculum, faculty qualifications, adjunct approval	<ul style="list-style-type: none"> • Look for work done on them previously • Bring to Faculty meetings for review • Draft changes • Feedback • Re-write • L Team, CC, Board 	\$0	<ul style="list-style-type: none"> • Read all policies and AR and photocopied • Created matrix • Drafts in progress
Work towards a 2 year academic course schedule	<ul style="list-style-type: none"> • Schedule: analyze offerings, courses, times, sections, and student access 	\$0	Completed. One year offered and scheduled.
Implement TSTC process	<ul style="list-style-type: none"> • Schedule first meeting and get work out • Meet with all principles • Notify faculty • Plan session- check with Amy and Sydney for ideas 	\$0/NW Promise-meetings, TEC food and mileage	Completed, next year will work towards aligning with state standards.
Implement ABE/GED/ ESOL revised Plan	<ul style="list-style-type: none"> • Will monitor in fall, schedule team meeting, gather data and discuss for improvements needed • Complete program review for this area 	\$500 texts	<ul style="list-style-type: none"> • Met with team to discuss and train during fall in-service week • New faculty hired
Evaluate Dual Credit offerings at all four high schools	<ul style="list-style-type: none"> • Visit schools • Asses what they have and what they want • Share faculty qualifications with them • Develop new courses/faculty • Develop schedule • SPRING: state audit 		<ul style="list-style-type: none"> • Handbook and manual updated in 18/19

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

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

b. What challenges are you facing?

- i. Space. The College needs more office, classroom space and CTE space/equipment of its own.
- ii. Staffing. We must ensure we complete the HR Answers process and address both the pay and numbers of staff/faculty so that they represent field and size best practices.

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

- i. Our work often drives the work of other departments. Our goal will be to communicate (see long term vision document in Appendix 4) so that HR, IT, Marketing and Instruction Technology understand and can assist with instructional goals.
- ii. We are also dependent upon Marketing/Recruitment/Advising though we try to be good partners in the work. For example, our Healthcare Coordinator did a Healthcare

Career Fair, hand recruited an entire MA cohort, and has reached out to Nursing students individually with the loss of a longtime advisor. Our MIT Dean reaches out to MIT students every single term asking them to register and making sure they complete the registration process. Our Ag/NR/Forestry Program Coordinator has helped develop a communication plan for all students at TBCC to funnel “Just in time” information to students. We have a technician who is maintaining the catalog and completing WebForms approval processes. Long-term these may be difficult processes to maintain though the Office of Instruction, though we will keep doing our best.

d. How will your work impact and/or support the college’s WIGs?

- i. We provide the classes that allow students to graduate and increase FTE. We will continue doing this to the best of our ability as creatively as possible.

VII. Project list for next year (2019-2020)

a. Make the case – based on the college-wide goals for 2019-2020, your analysis of emerging trends, performance on the SAO’s, and progress on the current year projects, what projects are vital to complete in 2019-2020?

- i. The main WIG for 2019-20 is to double the number of graduates at TBCC. A secondary WIG is to reach 500 FTE by the end of the academic year.

b. Describe your projects for 2019-2020 – include remaining and new projects

Project	Description	Budget Req	Progress
Implement evaluation plan for adjunct faculty	<ul style="list-style-type: none"> • Review full time faculty evaluation process • Determine feasibility for adjuncts • Develop form and process • Get feedback from Curriculum Committee, L Team, CC • Implement with 10 adjuncts this year • Goal: assess all over five year cycle and evaluate all new adjuncts during their first term (create schedule) • Implement software that allows for course evaluation electronically and not manually- each class, every class • Implement professional development plan for all faculty that includes expanded professional development opportunities (to increase knowledge and skill) 	\$6k (IT Budget), \$15k Prof Dev budget	<ul style="list-style-type: none"> • The policy and procedures were re-written for both full and part-time evals and observations. • Evaluation forms were developed and approved through Curriculum Committee after soliciting input. • A schedule was developed to ensure evaluations happen each year/every three years per policy/procedure. • Thus far, 24 adjuncts have been observed/evaluated. Every adjunct that is teaching this year will have been evaluated and full timers will be evaluated in Spring. This completes 100% this year. • A professional development form was not implemented this year. The form was developed, but received a great deal of feedback. We decided to instead develop a professional development request form (approved and being used). We will address the PD form after evals are completed.

Guided Pathways Plan	<ul style="list-style-type: none"> • Develop team and initial workplan • Complete assessment • Consider website revision • Consider freshman experience-data project 	\$25k (grant)	<ul style="list-style-type: none"> • The Guided Pathways leadership team and sub committees have been developed and the initial workplan has been completed (evidence in GP SharePoint). • We completed the GP Assessment (also in GP SharePoint). • We have secured a bid for the website development, however, we cannot proceed until we have the GP Learning Communities developed. • The first three term outcomes have been developed. • We have presented GP progress at the last two in-service meetings showing the enormous amount of work going into this project thus far.
Work with Faculty to finish Instructional Policies and AR, particularly in areas of curriculum, faculty qualifications, adjunct approval	<ul style="list-style-type: none"> • Look for work done on them previously • Bring to Faculty meetings for review • Draft changes • Feedback • Re-write • L Team, CC, Board 	\$0	<ul style="list-style-type: none"> • COMPLETED!
Pilot 2 year academic course schedule	<ul style="list-style-type: none"> • Schedule: analyze offerings, courses, times, sections, and student access • Create spreadsheet • Share • Request feedback 		<ul style="list-style-type: none"> • Year One completed. • Feedback seems positive (anecdotal only), but it was not built until well into the year, so it is hard to tell if it was helpful for forecasting. • Improvements planned for the next academic year. • Working on Year 2 now, again getting them built is completed by Registrar
New program development	<ul style="list-style-type: none"> • Research • Gather partners • In process healthcare, construction, and ICT/OST • Explore computer science • Partner with high school to grow purposeful dual credit 		<ul style="list-style-type: none"> • This is ongoing work, but has been done. • We have grown dual credit consistently over this year adding courses in Banks and Liberty (Washington County). • We have added a Healthcare pathway, that is stackable and stems directly from industry feedback. • We have added an Ag Tech that has enormous industry support. • Next year we will add three Java courses as our first attempt at CS.
Seek Additional funding revenues	<ul style="list-style-type: none"> • Explore Perkins, CTE-R, NWESD 		<ul style="list-style-type: none"> • We have made a great deal of progress partnering for funding; • TEC has agreed to fund a Tillamook Works position to work on OST/Internships. • NWESD has funded writing instructor to help with dual credit.

			<ul style="list-style-type: none"> • The jail contract has been instrumental in funding our ABE/ABS classes. • We did get, and spend, almost 8k in Perkins mini-grants. Additionally, we have been invited to Perkins trainings and set up monthly meetings with our regional perkins coordinator to keep better informed.
Program Review	<ul style="list-style-type: none"> • Complete process for Office of Instruction 		<ul style="list-style-type: none"> • Data has been compiled • Will be completed
Academic Newsletter	<ul style="list-style-type: none"> • Foster communication • Develop quarterly 		<ul style="list-style-type: none"> • I have been sending out quarterly emails (not an actual newsletter) as the market test for that was tepid. Coupled with the monthly emails from Ross, more information is being disseminated. The term in-services have been receiving excellent attendance and seem to be the best venue for disseminating information and professional development.

VIII. Goals: See Appendix 4 Instructional Vision

Appendix 1: FTE

Course Type (ACTI):	2017-2018					Change	2018-2019					Change	2019-2020			
	Summer	Fall	Winter	Spring	Annual		Summer	Fall	Winter	Spring	Annual		Summer	Fall	Winter	Spring
LDC (100)	9.8	71.2	64.3	68.9	214.2		11.6	74.4	71.0	71.7	228.7	7%	12.9	77.4	71.2	
Dev. Ed (350, 351, 352)	2.6	8.8	7.6	4.5	23.6		3.6	8.0	5.6	4.3	21.5	-9%	3.7	8.7	4.8	
CTE (210)	3.6	19.5	21.0	20.5	64.6		5.8	12.4	15.5	11.3	45.0	-30%	3.7	19.7	15.8	
Workforce (211 & 220)	0.6	2.9	6.2	4.4	14.2		2.3	9.0	11.6	7.7	30.6	116%	2.8	8.7	13.2	
Apprentice (230)	0.0	1.8	2.0	0.6	4.5		0.0	1.6	0.9	1.0	3.5	-21%	0.0	1.4	1.4	
ABE/GED/ESOL (310, 320, 330)	0.0	11.0	8.8	6.5	26.3		0.0	10.3	13.9	11.8	36.1	37%	6.9	7.2	9.0	
CED/CEU (360, 361, 362, 363)	18.4	29.6	33.8	25.4	107.1		21.7	33.6	34.0	23.6	112.9	5%	18.2	25.8	31.2	
Total Reimbursable FTE	35.1	144.8	143.7	130.8	454.4		45.1	149.4	152.5	131.3	478.2	5%	48.2	148.8	146.6	
FTE Change from same term in previous year							29%	3%	6%	0%	5%		7%	0%		
Unduplicated Headcount	458	1028	1098	1012	2124		546	1168	1204	1009	2300	8%	507	1233	1216	

Fall figures are final. Winter figures are as of 6th week (2/20/2020)

- % of our total FTE/student numbers that took dual credit courses.
 - Over all types of courses, 13.5% of FTE comes from Dual Credit courses. But if we exclude CED, ABE and other courses which aren't and will never include Dual Credit (so just include LDC and CTE courses), then we see that 24% of these FTE come from Dual Credit.
 - 298 students took Dual Credit last year – that's 42% of credit students (and 13% of all students)
- FTE by High school that took dual credit courses in 2018-19.
 - Tillamook High – 42 FTE
 - Neah-Kah-Nie – 19 FTE
 - Nestucca – 1.7 FTE