

Evaluation of Institutional Effectiveness (Y7)

Tillamook Bay Community College

Tillamook, Oregon

October 4-6, 2021

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

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I. Evaluation Committee

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II. Introduction

A 4-person evaluation team conducted a virtual Year Seven Evaluation of Institutional Effectiveness (EIE) visit to Tillamook Bay Community College from October 4-6, 2021. The visit covered Standards One and Two in response to the *Year Seven Self-Evaluation Report* submitted by the Tillamook Bay Community College to the Commission on August 11, 2021.

III. Assessment of Self-Evaluation and Support Materials

Tillamook Bay Community College provided a 138-page Self-Evaluation Report that was comprehensive, well written, and included electronic links to supporting documentation. The College also provided additional electronic materials prior to the evaluators visit.

IV. Visit Summary

The Evaluation Team held all-campus Forums for three different constituent groups-Staff, Faculty and Students, conducted approximately fifteen separate interview sessions with councils, committees, teams, executive leadership, Board of Education Trustees, and individuals. The prevalent atmosphere was student centered and collegial.

V. Topics Addressed as an Addendum to the Self-Evaluation Report

Tillamook Bay Community College has no outstanding recommendations.

VI. Standard 1: Student Success and Institutional Mission and Effectiveness

Standard 1.A: Institutional Mission

1.A.1 The College’s mission statement “Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves the needs of our diverse community” has been used since 2014. Tillamook Bay Community College (TBCC) has a clearly defined mission statement that embodies the strong commitment of the College to be a responsive higher educational institution to its students, faculty, staff, administrators, and communities. Its mission statement clearly relates to the College’s educational purposes and its dedication to student learning and achievement.

Standard 1.B: Improving Institutional Effectiveness

1.B.1 Tillamook Bay Community College has strongly demonstrated through the development of the upcoming strategic planning process assessment of the effectiveness of the College that addresses evaluation and planning at every level of the organization. The college's self-evaluation report and conversations with campus groups and individuals pointed to some examples of data informed improvements at department or program levels.

Evidence of continuous improvement cycles occur at the organization's strategic level, within departments and teams, and in academic programs as stated in the self-report, conversations with the Leadership team, staff, and faculty forums. Consistent narratives from these conversations stated that the focus is on the three core themes: Educational Excellence (EE), Economic Success (ES), and Leadership, Partnership and Community Engagement (LPCE). The most recent 2020-2021 Mission Fulfillment Report plan summarized the 29 indicators aligned under these three core themes.

Consistent narratives with college interviews stated that mission fulfillment achievement is reviewed each year with all employees at fall in-service and the Board during their fall retreat. Any indicators in the yellow or red threshold become a focus for the following year, with projects implemented to improve performance on that indicator.

Quarterly, all staff and faculty discussed the strategic planning model and identified how their team's Service Area Outcomes and projects directly align with their Wildly Important Goals (WIGs). Both service areas and academic programs are reviewed on a three-year cycle. The service area and program reviews are an in-depth evaluation of the effectiveness of the service or program.

As seen in the Mission Fulfillment 2020-2021 final report, TBCC set a WIG to increase quarter to quarter persistence to recognize the challenges students face during the pandemic. They monitored and reported throughout the year and due to the many complexities of the pandemic, various areas worked diligently to support and retain students. Even through the pandemic and not being able to achieve this goal, the college community continued to work hard to pivot and negotiate to getting to mission fulfillment.

Compliment: Through the various conversations with college groups, there existed a can-do and "not afraid to fail forward" attitude and culture to keep moving forward to serve students even when it is "messy" and that "we can make it better the next time".

1.B.2 Meetings with faculty and staff confirm that assessment occurs at every level of the organization through the efforts of teams, departments, and academic programs. All are aligned to evaluate institutional effectiveness. The Leadership Team defined the Core Themes

and strategic measures and developed measurable objectives within each. There was input from entire campus. Over time, new measures were developed.

External comparisons, as stated in the self-study and the website are compared to other state data through the Oregon Higher Education Coordinating Commission (HECC), which reports standardized data for each Oregon community college utilizing similar comparisons of rural and small colleges.

The college also utilizes the VFA (Volunteer Framework for Accountability) to support benchmarking against peer colleges using a variety of selection criteria and to identify peer comparators and monitor performance relative to a set of similar institutions.

Concern: While the College has made strides in comparing across meaningful disaggregated data with peer colleges in their region, they did not provide a list of national comparison colleges for identifying aspirational goals for student achievement.

1.B.3 TBCC uses a collaborative process for gathering community-wide input from the President to the Board through visits with the community and local high schools. In the President and Board conversations, this was confirmed with narratives of listening to the community and being responsive to how the college could help the needs of the community. In addition, the President chooses to teach a class at the college and be with students.

In addition, TBCC also holds an annual public budget meeting in which community representatives meet with the Board to review and approve the proposed budget. Throughout all these opportunities, the community is asked to provide input, suggestions, and feedback to shape operations and institutional effectiveness. In addition, each department monitors performance achieved on their Service Area Outcomes (SAOs), which drives projects for the coming year as seen in the 2020 Current Master SAO spreadsheet.

Concern: While there is a matrix in the self-study that shows a few samples of how budget was allocated, it was not clear in talking with faculty and staff how resource allocation within departments is aligned based on their priorities.

1.B.4 TBCC monitors its internal and external environments through engagement with their communities at various levels. Program reviews and climate surveys of faculty and staff and students provide insights and information to the direction of the college.

It became very clear in the interviews that effective governance was seen throughout the college. The governance system at TBCC includes the Leadership Team (LT), led by the President. It includes all department heads (VPs and Directors) that are direct reports to the President, along with a full-time faculty member. The LT is the main decision-making body on campus and is the group that defines the College's strategic position and defines its future

direction. The service area outcomes and strategic plan measures (indicators of goal achievement) are reviewed as part of the annual LT Retreat. Another part of the governance structure is through the College Council. It is comprised of representatives of each department. In 2020- 21 they started assessing each one using a rubric for both academic and service area program reviews which was also confirmed in talking with the council.

All academic programs and curriculum matters are decided in the TBCC Curriculum Committee comprised of all full-time faculty, an adjunct faculty, the Registrar, and a Student Services advisor. The Curriculum Committee is led by an English faculty member. Another group that provides feedback to the college is within the career-technical programs through their advisory committees. Lastly, the work of the Diversity, Equity, and Inclusion Committee in 2020-21 has been an instrumental addition to the college in its commitment to using an equity lens.

Compliment: TBCC met and responded to the community's need through the creation of the Truck Driving program as they were responsive to current and emerging patterns and trends in the field.

Compliment: The college invested time, effort, and money towards professional development on equity lens and shifting the culture towards more equitable ways such as addressing food insecurity through the Food Pantry, validating LGBTQ students, and supporting Black Lives Matter.

Compliment: The college's commitment to serve students in offering Career-to-Career Scholarships to keep school debts is noteworthy.

Standard 1.C: Student Learning

1.C.1 The College offers programs with appropriate content and rigor that are consistent with its mission. According to the College's report and catalog, all programs have clearly identified student learning outcomes that lead to college level degrees, certificates, or credentials. Interviews with faculty and staff confirmed learning outcomes assessment is highly developed and programs are systematically evaluated for rigor, currency, relevance, and applicability to identified fields of study. Program learning outcomes are mapped to individual courses and documented in campus Mapping Outcomes documents and Course Content Outcomes Guides (CCOGs). Transfer degrees conform to guidelines and requirements set forth by the Higher Education Coordinating Commission. Associate of Arts and Science degrees and Major Transfer maps have articulation agreements and/or Memorandums of Understanding with four-year transfer institutions that ensure Transfer students enroll with a junior standing. Applied Associate Degrees, Certificates, and Career Pathways Certificates are developed and reviewed in consultation with Advisory Committees to ensure currency and applicability to recognized fields of study.

1.C.2 Programs and courses are developed and reviewed by several groups including the College's Curriculum Committee, Advisory Committees, College Council and Board of Education. To ensure appropriate breadth and depth, degrees and certificates align to statewide and institutional learning outcomes. Appropriate sequencing is demonstrated in degree maps and worksheets. Advisory Committees provide input for Career-Technical Education (CTE) programs and outcomes relevant to fields of study. General education requirements are mapped to degrees and certificates as shown in the Degrees Aligned to Gen Eds document. Learning outcomes and levels of learning are mapped from course to program as demonstrated in the Mapping Outcomes spreadsheet that shows where course, program, and institutional outcomes are met within the curriculum. New CTE programs are developed in collaboration with advisory boards and submitted to the Community College Workforce Department for approval. CTE degrees and certificates require general education in communication, computation, and human relations. To demonstrate synthesis of learning, course outcomes are tied to key assignments and assessed through rubrics and student demonstration relative to expected performance targets. All certificates and degrees are awarded in accordance with Policy 403 and Administrative Rule D003.

Compliment: The evaluation team was impressed with the College's partnerships with Advisory Committees to establish, modify and evaluate programs to ensure continuous improvement and career readiness. This includes engaging employers to assess student performance through career and work experience courses.

1.C.3 Learning outcomes for degrees and certificates are developed by faculty, vetted by the Curriculum Committee, and published in the College catalog. Review of the catalog and website showed course learning outcomes are not published; however, they are made available to enrolled students in course syllabi and reviewed on the first day of class. CCOGs include crosswalks for course, program, and institutional learning outcomes. As documented in several Course Outcomes Assessment (COA) documents, course, program, and institutional learning outcomes are linked to assignments and assessments.

1.C.4 Policies related to admissions, completion and graduation are published in the online student handbook. The three-step admissions process for full time, transfer, returning and high school students are defined on the College website. The College's Getting Started link directs students to information about dual credit, career exploration, advising and accessibility services. When applying to the College, students are assigned advisors who assist with career guidance, onboarding, pathway selection and registration. Students with high school diploma's or GEDs can meet with a counselor or advisor to determine placement. Graduation requirements are provided to students during onboarding. Interviews with students confirmed they meet quarterly with advisors and can view their progress and missing requirements in the student portal.

1.C.5 TBCC demonstrates their Learning Outcomes Policy Article Number 411 as it is stated that “TBCC requires faculty to establish, review and assess learning objectives for all courses and programs taught. Faculty also play a major role in developing institutional level learning outcomes, in partnership with TBCC administration.” In conversations, faculty affirm that they are ensuring programs have appropriate content and rigor consistent with its mission by an intentional oversight and approval process for types of credentials granted, new programs, and changes to existing programs.

In addition, the Curriculum Development and Assessment Handbook and the Instructional Review Handbook describes the designing of courses, the flow of activities and assessments, grading the plan and planning syllabus, and specifics to program review. Institutional Learning Outcomes (ILOs) are what graduates are expected to achieve because of their cumulative experience. This was documented on the Annual Program Review Update form. Program Learning Outcomes (PLOs): Program Learning Outcomes are completed every three years in a comprehensive process outlined in the Instructional Program Review Handbook. Course Learning Outcomes (CLOs) are measured after every course section, and students cannot pass a course without addressing the course learning outcomes. There is continual evaluation for compliance and performance.

Compliment: The Program Review process for both Instruction and Service areas are thoughtful, detailed, and responsive.

1.C.6 TBCC has institutional learning outcomes and general education outcomes for all programs greater than 45 credits. All certificates that are less than 45 credits are stacked inside of degrees and lead to achieving these learning outcomes. The document on Mapping Across the Outcomes show these.

TBCC has Institutional Learning Outcomes (ILOs) which are derived from the College’s values, which include student success, academic excellence, resourceful teamwork, and a personal and friendly environment. These values align with the Core Themes of Educational Excellence, Economic Success and Leadership, Partnership and Community Engagement that, when assessed, demonstrate mission fulfillment.

At the state level, the AAOT, AGS, and AS degrees are unique in that their learning outcomes at the program level as it is set by the system wide general education outcomes. This is seen in the Oregon Community Colleges Handbook & Planning Guide. Their institutional learning outcomes are the same as all other programs at TBCC (Lifelong Learning and Professional Competence, Communication, Problem Solving, and Cultural Awareness).

Important work is ongoing as student learning needs to improve as seen with Math and English faculty working on in the re-design of developmental Math and English. The developmental math and writing sequence were redesigned to prepare students with the requisite knowledge

for the subsequent classes. In addition, TBCC has also committed to doing the work of Guided Pathways with a concerted commitment to using an equity lens.

1.C.7 TBCC has thoughtfully and intentionally built and re-imagined structures necessary to ensure faculty and staff review data through consistent and well-understood processes as confirmed through conversations with the Institutional Researcher, Curriculum Committee, Developmental Math and English faculty.

Processes and structures are in place for closing the loop in systematic ways. In conversation with members of the TBCC community several themes were stated over and over. Themes of “working on constantly gathering data”, asking “how students are progressing” “where might there be issues and challenges” and “how do we support students?” were heard.

The college uses assessment of Math and English learning outcomes and course success rates to inform curriculum offerings and delivery, improve courses, and increase pass rates for Developmental Math and English improvement. Examples include the development of MTH 99 ALEKS model and the work on elimination and combination of developmental English classes. The faculty are using data to continue to inform and reassess how to move forward for students’ success.

Compliment: Developmental Math and English faculty are committed and intentional to getting students through a shorter pipeline of developmental classes and eliminating barriers so that students are retained and move towards completion.

1.C.8 TBCC has clear policies for awarding transfer credit and credit for prior learning as seen in Transfer and Articulation Policy Article Number 406, Dual Credit Article Number 407, Experiential Learning Article Number 408, Transfer and Articulation Rule Number D006, Dual Credit Administrative Rule Number D007, and Experiential Learning (and Non-Traditional Credit) Administrative Rule Number D008.

These policies are accessible in the catalog and the web pages also provide students’ academic options organized through learning communities, GED/ESOL, Degrees and Certificates and Academic Catalog.

Concern: While the College’s catalog generally describes the process for Credit for Prior Learning, sharing specific steps and fees associated (if applicable) on the website will help students to more easily navigate this process to receive credit.

1.C.9 Not applicable as the college does not offer graduate programs.

Standard 1.D: Student Achievement

1.D.1 Intentional and focused recruitment efforts include distribution of course and program information throughout the community, outreach to high school counselors and students, partnering with local agencies to offer re-engagement assistance to youth, employer partnerships, funding opportunities for local high school students, post high school GED students and Career to Career scholarships for adults seeking career training. One recent data informed improvement was the addition of student self-placement as an alternative to placement testing. Interviews with staff confirmed the College is preparing to develop a formal recruitment plan. All first-time students attend New Student Orientation to learn how to register, view their schedule and how to access resources. To ensure students have a clear understanding of how to be successful, all first-year students enroll in a college success course to develop a Career Education Plan (CEP). Interviews with students confirmed they meet regularly with their advisors to review and update their CEP. Per the College's Guided Pathways Action Plan, student orientation is being streamlined and the college is establishing new Learning Communities to include pre-determined common first term courses for new students in specific pathways.

1.D.2 The College's student achievement indicators for persistence, retention and completion are measured by 29 performance indicators that align with three core themes. Indicators are disaggregated by gender, race/ethnicity, age, enrollment intensity, first-generation status, and financial need. New Guided Pathways goals include momentum metrics for persistence, credit accumulation and gateway course momentum. Four years of indicator data is provided in the Strategic Plan Measures, Trends, Thresholds and Rationale report. The Student Success Dashboard, published on the College website, includes leading and lagging student success indicators. Interviews with faculty and staff confirmed performance indicators are discussed, measured, and used for continuous improvement planning and resource allocation. Data analysis is reported in the Equity Gap Summary document. In response to data that showed equity gaps for low-income students, the College is developing a campus-wide response to poverty in the community; and academic departments are developing strategies to address barriers for low-income students. The College developed thresholds based on comparisons with statewide averages and unidentified Voluntary Framework of Accountability (VFA) colleges of similar size. Documented in the report is a table of emerging patterns from 16 Oregon colleges showing TBCC is performing in the top three for credit completion rate and 12+ credits earned. Specific peer and aspirational institutions both regional and national are not identified.

Concern: While the college has made great strides to identify and compare student achievement with regional institutions, the college did not provide a list of national peer comparison colleges for identifying equity gaps and aspirational performance goals.

1.D.3 The institution's disaggregated indicators are aligned with the College's three core themes and integrated in the strategic plan. Student achievement results are shared externally on the College website and internally to faculty and staff who use the data to improve curriculum, programming, student supports, advising, facilities and strategic planning. Disaggregated student achievement data from Oregon Guided Pathways are benchmarked against regional peers and reviewed to ensure appropriate and meaningful benchmarking practices. The college's internal collection and use of disaggregated student achievement data is highly developed and indicators are benchmarked with regional institutions. The VFA dashboard provides persistence, credit success, math and English completion, degree and certificate completion and two-year outcomes data; however, it is unclear which national colleges are included in the VFA data and how the data is used to improve student achievement. Interviews with staff confirmed there is still work to be done to select meaningful national peer comparators and aspirational goals from peer institutions. This includes expanding selection criteria beyond small rural institutions and benchmarking measures based on trends from peer colleges.

1.D.4 Faculty and staff demonstrated a common understanding of the processes and methods used to collect, analyze, and use indicators of student achievement for strategic planning and continuous improvement. As evidenced in the report, and confirmed in meetings with faculty and staff, disaggregated data is transparent, widely shared and used to inform planning, decision making, and resource allocation. The College's Office of Institutional Effectiveness manages data collection and analysis by making student achievement data accessible to faculty and staff. One example of how the College uses indicators to implement strategies and allocate resources was noted in the 2020 climate survey that determined a need to improve in the area of diversity. The College is now committed to becoming more inclusive and focused on closing equity gaps. This includes campus wide training to adopt an equity lens tool. Discussions with faculty and staff showed a strong commitment to closing equity gaps by using the new equity lens tool to review and improve curriculum, policies and procedures.

VII. Standard 2: Governance, Resources, and Capacity

Standard 2.A: Governance

2.A.1 The college provided clear evidence of effective institutional governance in its policies and procedures, bylaws and articles of incorporation, and through the Board of Education comprising seven members who are all elected for four-year terms.

2.A.2 The college has an effective leadership structure with appropriately qualified administrators who have appropriate levels of authority for fulfilling their responsibilities.

2.A.3 The college has an appropriately qualified chief executive officer with full-time responsibility to the college and prior experience as a college president. The President serves as a non-voting member of the governing board.

2.A.4 The structure of the institutional effectiveness committee is inclusive of faculty, staff, and administrators. Documented decision-making structures and procedures exist at all institutional levels to ensure the views of faculty, staff, students, and administrators are considered on matters in which they have a direct and reasonable interest.

Standard 2.B: Academic Freedom

2.B.1 The college demonstrates strong adherence to the principles of academic freedom and independence.

2.B.2 The college provided evidence that their policies and procedures promote an environment supportive of intellectual freedom and discussion of diverse viewpoints.

Standard 2.C: Policies and Procedures

2.C.1 The college's transfer of credit policy was readily available on the institution website and the process is explained in the college catalog. Credits transferred from another accredited institution are evaluated individually. Students initiate the credit evaluation process by submitting a credit evaluation request and official transcripts from previously attended institutions.

2.C.2 Information regarding student rights and responsibilities was available in the college catalog and on the college website. Timelines for grievance appeals were included, and information about resources for students with disabilities was clear and accessible.

2.C.3 The admissions and placement policies and procedures are appropriate and allow enough flexibility to address unique student situations without compromising student success. Procedures regarding academic suspension, appeals, and re-admission are clearly described in Policy 433 and AR D026.

2.C.4 The college provided evidence of policies and procedures regarding secure retention and backup of student records as well as user responsibilities. Federal and state regulations were referenced, and evidence was provided to indicate compliance.

Concern: There is no evidence of policies or procedures ensuring the protection of the college from cybersecurity threats.

Standard 2.D: Institutional Integrity

2.D.1 The college represents its mission and institutional offerings in a thorough and comprehensive manner through its annual catalog and website. The college creates an annual editorial calendar to ensure marketing, communications, and public relations community the College's academic intentions, programs, and services to students and the public.

2.D.2 TBCC policies outline reporting procedures, processes and timelines utilized by the institution for adjudicating complaints and grievances, as well as provisions for disciplinary actions and sanctions. The college demonstrates through its management and operations, that its dealings with the public, NWCCU, and other external organizations embody the principals of a high ethical standard.

2.D.3 College policy clearly addresses avoidance of board and employee conflict of interest and describes the types of conflict of interest that may arise.

Standard 2.E: Financial Resources

2.E.1 The institution undergoes an external financial audit by professionally qualified personnel in accordance with generally accepted accounting principles. Results from the audit, including any findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board. Monthly financial reports are presented to the Board along with periodic financial forecast updates as information becomes available. The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services.

2.E.2 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by faculty, staff, and students. Financial planning reflects available funds, realistic development of financial resources, appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

2.E.3 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, annual audits, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, and debt management.

Standard 2.F: Human Resources

2.F.1 The college provided clear evidence that its employees are informed regarding their work assignments, conditions of employment, rights and responsibilities, and other factors related to successful employment. The documentation regarding human resources is thorough and inclusive.

2.F.2 The college provides faculty and staff with ongoing professional development. Each regular faculty is allocated \$1,000.00 for professional development for one year. Staff are eligible for professional development upon completion of 12 months of employment. Eligible staff are allocated \$500.00 per fiscal year. In-service provides more general opportunities for all employees.

2.F.3 The college provided evidence regarding hiring, evaluation, engagement, and responsibilities as well as a current organizational chart. Evaluation procedures were clearly defined, and evidence was provided showing evaluations occur on a regular basis.

2.F.4 Documentation provided indicates that evaluations of personnel occur on a regular basis and are based on published criteria. Personnel are provided feedback for continuous professional growth. Evaluations are based on performance standards for all staff, faculty, and administrators and are consistent with position responsibilities.

Standard 2.G: Student Support Services

2.G.1 The college provided evidence of programming and services that support effective learning environments for all TBCC students. The college addressed diversity, equity, and inclusion within the context of the community it serves.

2.G.2 The college catalog is available on the website. The catalog contains current and accurate information regarding institutional mission, degree, and program completion, required courses. The cost of tuition, fees, additional program costs, as well as the refund policy and procedures are listed in the catalog. Information regarding financial aid and various types of aid can be found in the catalog. The names, titles and degrees held by administrators and full-time faculty are also listed in the college catalog.

Concern: The college catalog does not address course learning outcomes.

2.G.3 The college demonstrated clear documentation in publications and other resources that it provides the community, prospective students, and current students with accurate and reliable information regarding all college programs and program requirements.

Concern: The materials and communication did not include information about legal eligibility requirements for program entry, licensure, or entry into the profession.

2.G.4 The college provides clear and accessible policies, procedures, general information, and workshops regarding financial aid assistance. Requirements for students to receive aid are outlined in the College's catalog, on the College website, and in the student handbook. All aid applicants are assigned a financial aid advisor to guide students through the process.

2.G.5 The college provided evidence that it monitors student loan programs and regularly publishes loan default rates on its website. Information regarding financial aid opportunities is provided as part of new student orientation and ongoing conversations with the students' financial aid advisors.

Compliment: The student loan default rate continues to decrease and is at an all-time low of 11.3%.

2.G.6 The college provided clear evidence of its advising program, staffing, and advising publications. College advisors are members of NACADA and statewide affinity groups to keep up with best practices at both the state and national levels.

Concern: There was no evidence of systematic evaluation of advising.

2.G.7 The college documented sufficient ability to verify student identities in distance education courses. Distance education students are asked during admissions to show a valid photo identification via Zoom during an advising session or online new student orientation. Certain on-line courses utilize in-person proctored exams that require identification. All online courses have access to ProctorU electronic validation test proctoring.

Standard 2.H: Library and Information Resources

2.H.1 The College employs qualified Library personnel who focus on providing students and faculty with information resources and materials for instructional programs. Adequacy of library holdings is ensured by a dedicated budget and the College's collection development policy that includes selection criteria and a process for purchasing new resources. The scope of the collection focuses on resources for lower division undergraduate students, vocational programs, scholarly research, and reserve textbooks. The College expands access to

information resources through memberships with the Chinook Library Network and Orbis Cascades Alliance. In addition to a comprehensive collection of information resources, the Library offers a variety of other services including tutoring, career exploration, placement and certification testing, and a laptop loan program. The Library provides research support for writing, research, information literacy and database tutorials. Library staff collaborate with faculty to develop accessible online course materials and review programs and courses to identify and recommend new information resources. The College's 2020 climate survey showed strong satisfaction with library services. Interviews with faculty confirmed the Library provides valuable resources to students including learning center supports, study skills, textbooks, supplemental class resources and remote services. Discussions with students showed appreciation for knowledgeable library staff, textbooks for checkout, online databases, laptop loan program and local certification testing.

Compliment: The College is complimented for creating a welcoming environment for all students and for offering a vast array of library resources.

Standard 2.I: Physical and Technology Infrastructure

2.I.1. The institution develops and implements a master plan for its physical development that is consistent with its mission and long-range educational and financial plans. Consistent with its mission, the institution has appropriate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered. In forums with students, faculty, and staff, it is apparent that users of both campuses feel safe and secure and that the facilities are sufficient in quality and quantity to ensure a healthful learning and working environment.

Concern: While annual campus security statistics are published on their website, and policies around campus safety and security are included in the college annual catalog, there is not a published annual report that includes campus crime data and publicly outlines the policies and procedures they have put into place to improve campus safety.

VIII. Summary

Tillamook Bay Community College is serving the higher education needs of students across a large rural and mostly agricultural environment. This is the college's first independent seven-year institutional effectiveness evaluation.

Tillamook Bay Community College has focused on thoughtful, inclusive, transparent design of processes to align with the NWCCU 2020 accreditation standards. A collaborative and inclusive atmosphere exists that engages institutional stakeholders in the planning and implementation

of continuous improvement. The college has made significant institutional changes supporting mission fulfillment since their 3-year mid-cycle evaluation. Every area has implemented changes to improve student learning, student success, professional growth for staff and faculty, and all of it leading to increased institutional effectiveness.

IX. Commendations and Recommendations

Commendations

1. The Evaluation Committee commends the institution for its responsiveness in addressing the COVID-19 pandemic through a continued focus on student success and engagement with their local communities.
2. The Evaluation Committee commends the institution for its collaborative, effective and inclusive governance structure where all views of faculty, staff, administrators, and students are valued and heard.
3. The Evaluation Committee commends the institution for its progress in achieving their goals toward mission fulfillment with a commitment to focus on equity.
4. The Evaluation Committee commends the institution for its collegiality and collaborative efforts to support student success through comprehensive outcomes assessment and continuous improvement planning.

Recommendations

1. The Evaluation Committee recommends that the institution publish and disseminate an Annual Security Report by October 1st of each year that meets the federal regulations for consumer disclosure requirements for institutions that participate in the Federal student financial assistance programs. [2.I.1]