



Strategic Planning Insight Report

Tillamook Bay Community College

February 23, 2022

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This report is a summary of the data collection and community engagement effort conducted by Coraggio Group on behalf of Tillamook Bay Community College (TBCC). The purpose of this effort was to gather insights from key stakeholders in preparation for TBCC's next Strategic Plan.

The engagement took place from December 2021 to February 2022. We received a total of 280 responses from stakeholders who shared their perspectives, priorities, and insights through a survey, focus groups and interviews. Coraggio Group conducted 4 one-on-one interviews and partnered with TBCC to conduct 15 focus groups that garnered 97 participants. Coraggio Group also conducted an online survey that ran from December 10, 2021, to January 17, 2022. A total of 179 individuals responded to the survey.

These community engagement efforts included stakeholders such as business community leaders including industry-specific advisory group members, K-12 partners including the Tillamook Education Consortium, elected local and regional officials, non-profit and governmental agency partners, foundation supporters, students, staff, faculty, and members of the TBCC Board of Education.

179

Survey Participants

97

Focus Group
Participants

4

Interview Participants

Introduction

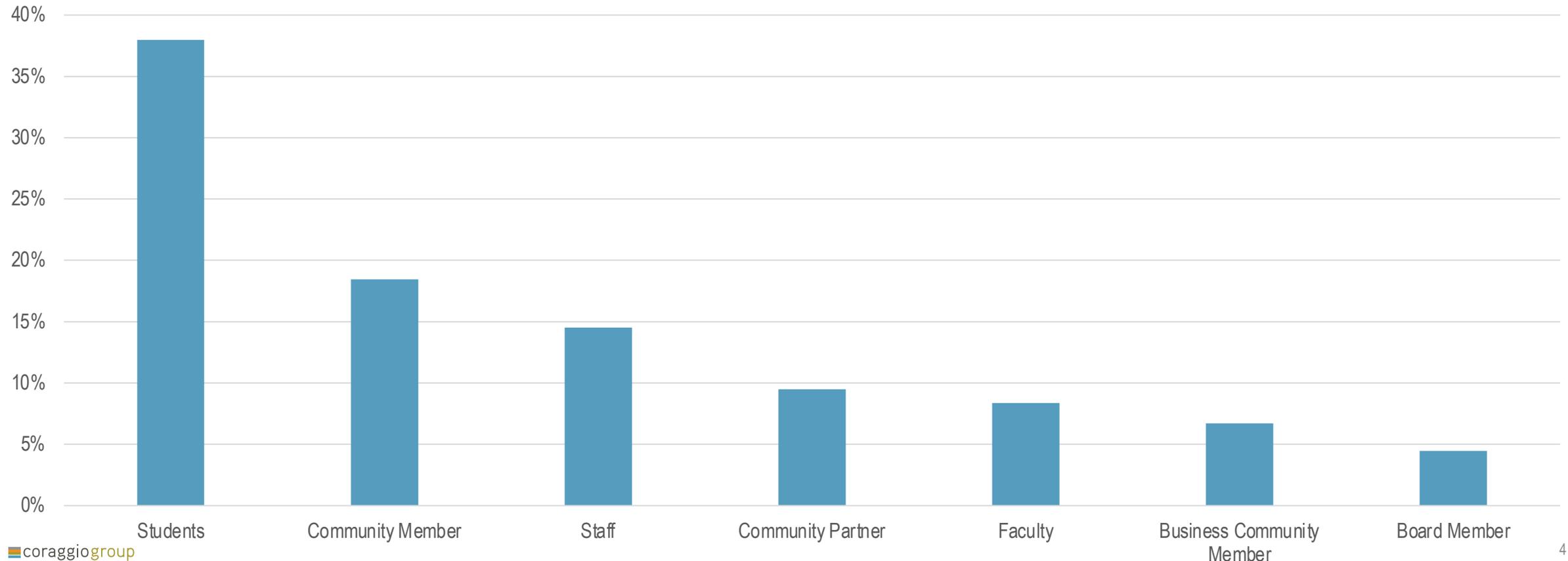
Survey Demographics by Affiliation to TBCC

For cross tabulation and to identify large differences in opinions, survey respondents were asked to self-identify their affiliation to TBCC, their race/ethnicity, and their age group. Any significant differences are noted in the themes.

Due to a low number of responses from some stakeholder groups, the following groups were merged for accurate analysis (Appendix 1.1):

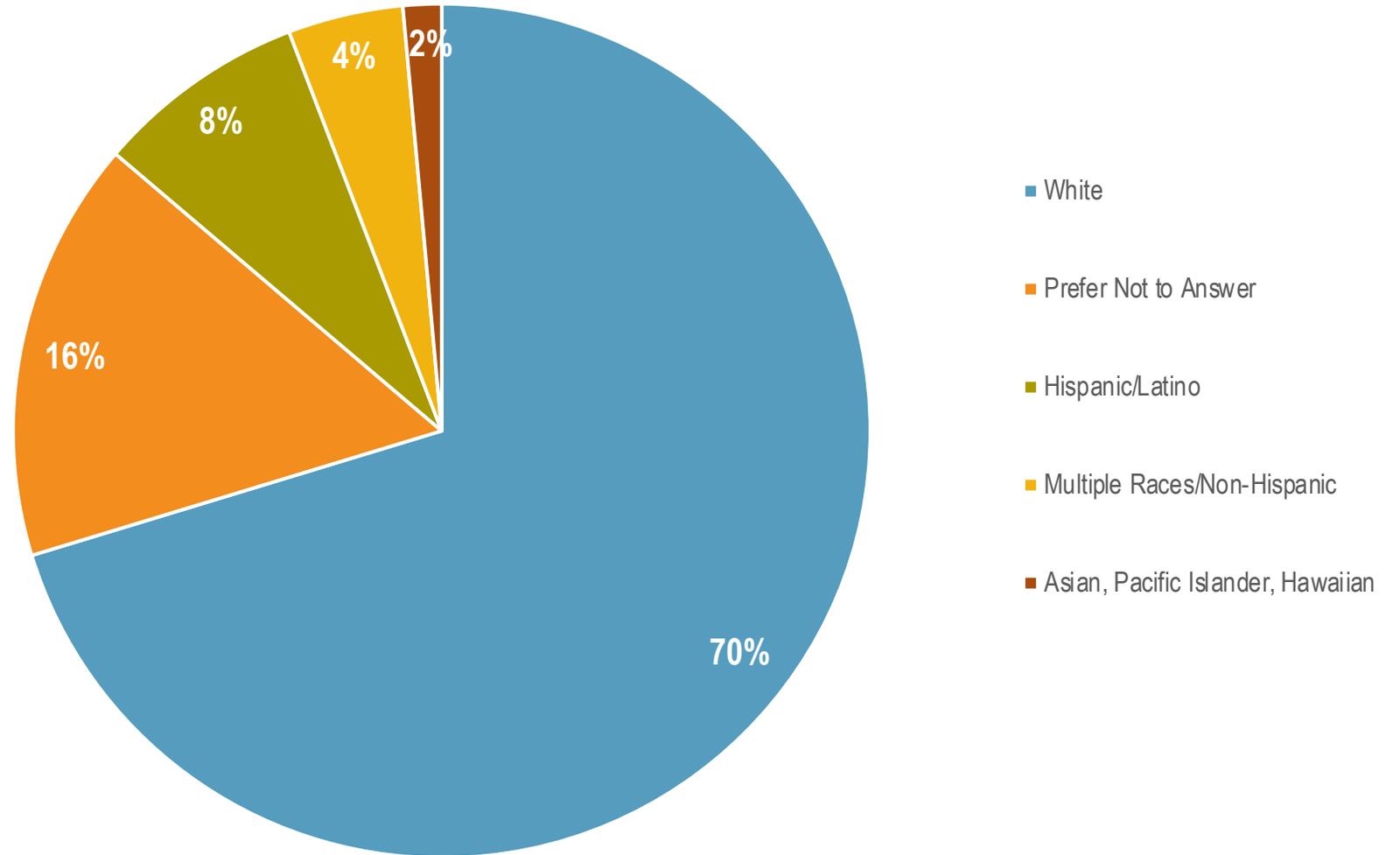
- 'Elected Official/Government' and 'Donor' were combined with 'Community Partner'
- 'Attended a class/workshop at TBCC' was combined with 'Community Member'
- 'Alumni' was combined with 'Student'

N = 179



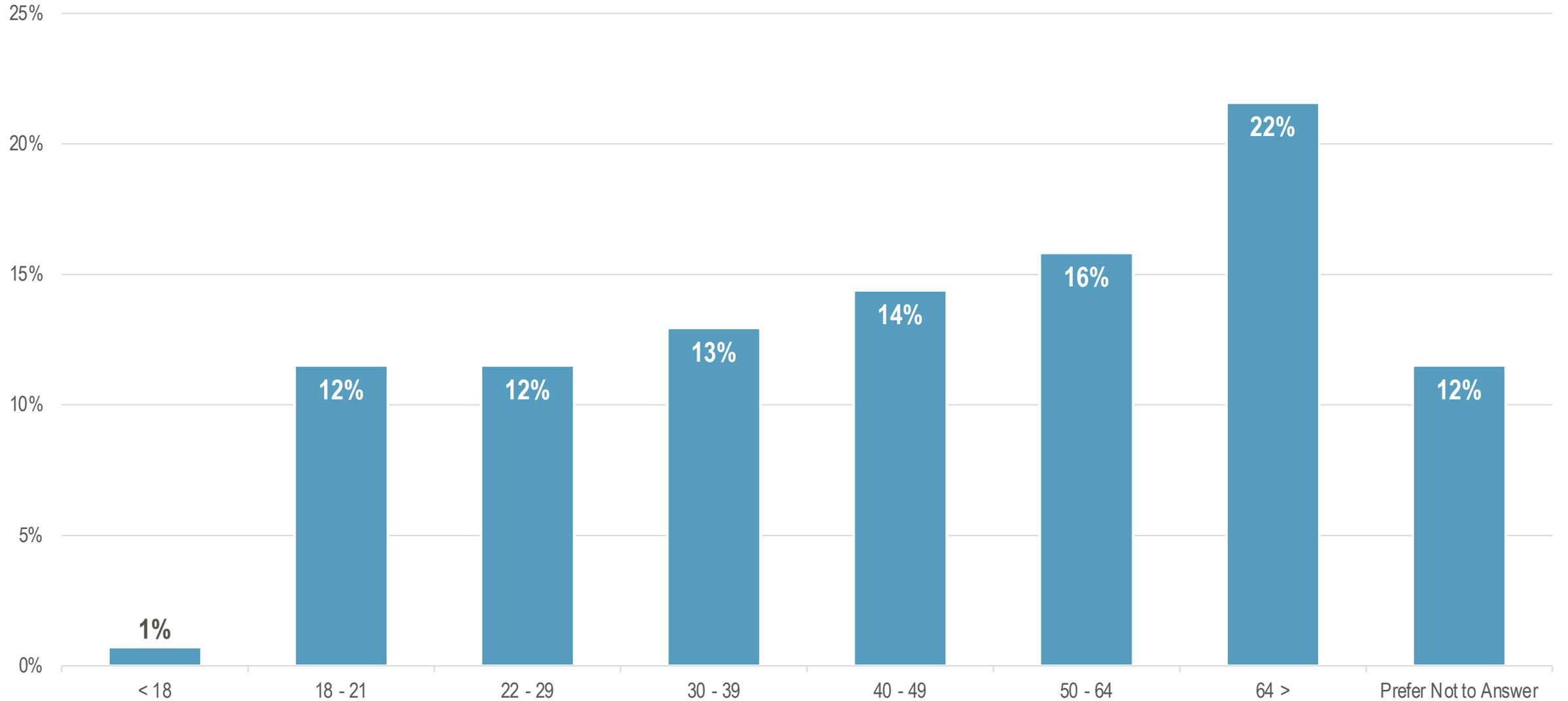
Survey Demographics by Race/Ethnicity

N = 138



Survey Demographics by Age Group

N = 139





This report highlights key themes identified through the stakeholder outreach. Each theme is supported by survey data, as well as complementary findings and relevant quotations from interviews and focus groups. These themes were developed using the following methods:

- Quantitative questions were analyzed using category means, percentage rates, and frequencies.
- Qualitative open-ended questions were analyzed by assigning themes influenced by response content and Coraggio's interpretation of those responses.

1. **TBCC is valued and respected by the community.**
2. **The community is counting on the college to support workforce development and economic vitality.**
3. **There is a need to increase visibility, awareness, and engagement with TBCC across the community.**
4. **Students are the college's greatest promoters, and they desire even more of the great support they receive at TBCC.**
5. **There is an opportunity for TBCC to lead, convene, and connect the community to address challenges and foster civic engagement.**
6. **A continued commitment to diversity and inclusion at the college is important to stakeholders.**
7. **Strengthening systems, processes, capabilities, and relationships at the college would improve employees' experience.**

Themes

TBCC's Current Reputation Descriptors



Insights

- TBCC has a very positive reputation. The college's net promoter score was in the excellent range and stakeholders described the college as innovative, community focused, and caring. (see appendix 1.10 and 1.12)
- Stakeholders believe TBCC is on the right course, and see the college's vision, mission, values and strategic priorities as continuing to be important and appropriate moving forward. (see appendix 1.3, 1.5, 1.7, and 1.8)
- TBCC is bringing tremendous value to the community by providing affordable, accessible, and relevant educational opportunities. The free dual credit programs and programs that respond to workforce needs are seen as particularly valuable. (see appendix 1.15)
- Stakeholders think TBCC can increase its value to the community even more by refining the vision and mission and clarifying economic success as a value.

Implications

- TBCC's next strategic plan presents an opportunity to reaffirm the College's commitment to both the community and to continuous improvement.
- TBCC should continue to prioritize the programs that the community most values, such as the free dual credit program and critical workforce training programs.
- The scope and definition of "economic success" as a value will need to be clarified if it is to remain in the next plan.
- Areas for improvement in the next plan include having more measurable goals and incorporating more emphasis on the College's DEI commitment.

Theme 1: TBCC is valued and respected by the community.

“We’d be at a huge loss as a community without TBCC.”

“We should all be proud of TBCC. They genuinely want to help their students.”

“TBCC is very good at figuring out what is needed in the local community, and catering to that specific niche.”

“The college interacts with the community in a way that increases education as a value in our community.”

“We’re the only institution of higher learning in a sixty-mile radius. We are people’s exposure to higher education.”

“Our new building would include a large space for events. We don’t have anything like that, and I see it being a heart of activity for our community.”

“They balance who they are in the community with both continuing education and targeted academics. It is important for a community college to be accessible to all and they provide that.”

“Not everyplace has the opportunity and the resources that TBCC offers – they provide an incredible value.”

“There’s some people that just would never actually go to college if it wasn’t for a local source like this. It gives them the chance to expand their mind.”

“TBCC gives me hope because I can get affordable education and my kids will know that higher education is possible.”

“The dual credit program and free classes for high schoolers that otherwise might not have gone to college is a huge value; they can start to feel success.”

“The college adds a lot of benefit by even just existing. There are so many people who wouldn’t be getting an education just due to being rural.”

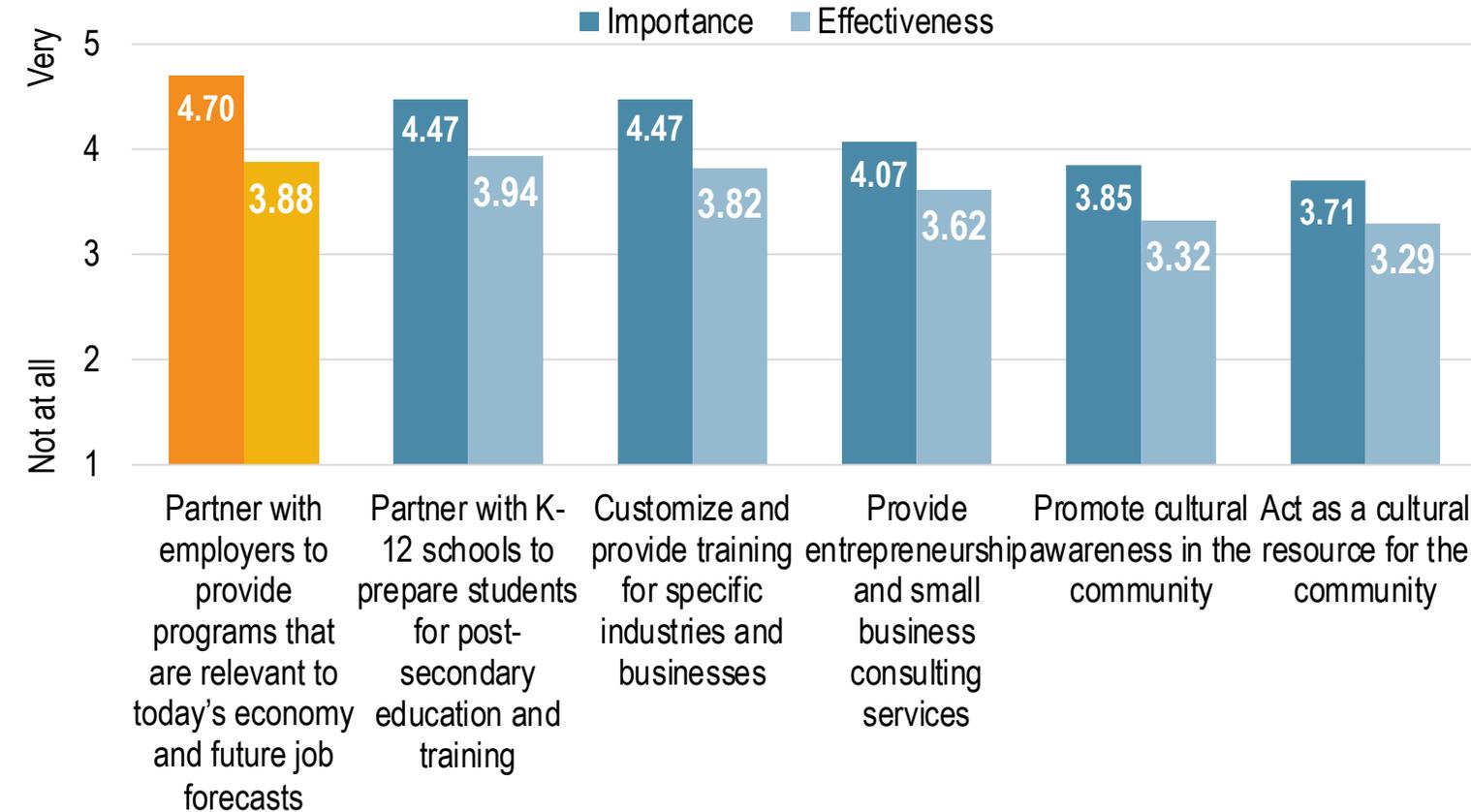
“The greatest value provided by TBCC is a low-cost alternative to jumping straight into 4-year university. Our community is low-income, and students transfer into a four-year university as a junior, which saves a ton of money.”

“Local communities look to their community colleges to provide for everything from A-Z. That is a challenge and opportunity – what does the local community want us to be, what is our identity, how can we be flexible when the situation changes?”

“[College leaders] are so open to listening to things and really looking at the business side of things but even more, the community side of things.”

“They have a good reputation and are seen as a good community partner. They have good rapport with industry and have created outposts in North and South parts of the county. They have worked to be a county-wide resource.”

TBCC's Role in Serving their Community



Insights

- Stakeholders believe partnering with employers to respond to workforce development needs and future opportunities is TBCC's most important role.
- TBCC is seen as a responsive, collaborative, and effective partner to local businesses. (see appendix 1.15)
- Workforce development needs in the community are extensive, both in terms of local businesses sorely needing more skilled workers and local people needing opportunities to grow their careers and earning potential. Stakeholders believe TBCC plays, and must continue to play, a central role in addressing these needs. (see appendix 1.17)

Implications

- It is important that TBCC continues to prioritize programs that support the economic vitality of individuals and the community.
- TBCC should continue to invest time and resources in effective partnership with and support to local businesses.
- TBCC has the opportunity to be both responsive to current workforce needs as well as future trends.
- It is worth acknowledging that the level of enrollment at the college can limit the college's ability to be as responsive as they might desire in terms of course offerings.

Theme 2: The community is counting on the college to support workforce development and economic vitality.

“TBCC is an important economic driver. They are a large employer that provides living wage jobs. Also, they do a great job of focusing on certification programs that get people to work quickly in good jobs.”

“Work with the community to identify the most pressing workforce needs, like law enforcement, healthcare, admin. roles and determine what keeps those roles from filling, including what training is needed.”

“TBCC provides a low barrier option for people in our community to build different lives for themselves.”

“The MIT program has stacking credentials so that people can open the door and get started on developing their skills, have a sense of accomplishment, and then add on over time.”

“Continue the partnerships with the major industry organizations in the county. We are all facing labor and automation challenges.”

“We need living wage jobs. They are integral to the success and wellbeing of our whole community. I can’t recruit enough people to Tillamook and so we need to develop the people that live here. We will lose the industry that is here if there is not a skilled workforce.”

“The college can’t please everyone and that’s okay. I’d like to see them be willing to say “no” if it doesn’t align with what they want to do.”

“Our employees have done TBCC programs that have built up their skills and allowed them to be promoted and progress in their careers.”

“We’re in dire need of skilled trades workers in our county.”

“The CDL program is a gold star example. A local transportation group came and said, we’ve got a problem, and the college stepped in and got the program going to address it.”

“We have a big hospitality industry, and people can’t translate bartending or house cleaning into a job at the bank or hospital where they can make better income, get benefits, etc. They’re having to leave – not because they want to or don’t belong – but they can’t afford it here and don’t have the skills to seek better jobs.”

“TBCC could be that place that would give our citizens the ability to get an education but then apply it to the community and remain here – increase our quality of life and theirs.”

“We need to focus on STEM and the science-y stuff that will be needed more as we get electric vehicles, and infrastructure, etc. It doesn’t feel we’re quite teed up for that.”

“Anytime I have a need for someone skilled, I call the college. I consider TBCC to be one of our best partners. Whatever I ask for, they try to produce. It is mutually beneficial for both the college, the community, and for us.”

“Partnering with local employers is one of, if not the, single most valuable element to helping the community gain skilled workers.”

“A lot of us students will end up going elsewhere as there are not a lot of job opportunities for us to stay in the community.”

“We have an obligation to serve society as a whole given that we’re publicly funded. We should support a future for the area, not just the success of individual students but producing people who can function economically and civically; so that we have effective nurses and teachers.”

“Creating opportunities for educated people to return back to the community in their fields of choice, will enrich the whole community.”

Strategic Priorities Effectiveness by Affiliation



Insights:

- While the college tends to have a positive reputation, many stakeholders see an opportunity for TBCC to be more visible in the community.
- Students, staff and faculty consistently rated TBCC higher than business community members and general community members did in the survey, raising questions about the community’s level of awareness and connection to the College. (see appendix 1.2a, 1.4a, 1.13, 1.14a)
- The value and programs TBCC provides could be clarified especially with high school students and their families to improve awareness and reputation.
- Many believe the College could engage more people through greater promotion, thereby increasing enrollment and potentially the number and types of classes offered.

Implications:

- The college should continue to utilize and expand their communication channels with the community in order to increase awareness of, connection to, and support for the institution.
- K-12 partnerships and increasing awareness of TBCC’s programs and value with high school students and their families should be prioritized.
- As passionate promoters of the college, TBCC students and alumni could be engaged in better telling the College’s story.

Theme 3: There is a need to increase visibility, awareness, and engagement with TBCC across the community

“How can they differentiate TBCC from high school? I think a lot of high school students think it's just kind of more of the same thing. And that's not as motivating. So, I think that is an opportunity for us.”

“It might be good for us to hire a PR firm. We have a lot of exciting things to share, but we don't always get the word out. Especially with the bond campaign coming up.”

“I'd like us to be seen as progressive, but I'm not sure it plays well in a rural community. I want us to be an exciting college that students are thrilled to go to, not just because it is cheap and local. Not a last resort, but a cool place to go.”

“There could be a lot more outreach to and services to the retirement community or the broader community in general.”

“To boost enrollment, we have to capture more of the HS population, but that population isn't growing, so our reputation is very important.”

“The community has a huge need for healthcare workers, but the advertising for our programs, like medical assistants, nursing etc. is lacking. The local healthcare institutions are constantly reaching out looking for applicants. We are missing out on a huge opportunity for students and addressing a real need for our community.”

“Retirees are another huge potential area, both for recreational classes and academic classes as well.”

“Have TBCC advisors in the high schools every single month. They could be a strong connector. If students knew how economical and easy it is, they'd be successful.”

“ I want us to be seen as the first stop for students, not fallback plan.”

“We need more information on the different programs and grants for both adults and younger students. Many go to state schools when TBCC offers the same classes here at a cheaper price.”

“Partner with immigrant services and the Migrant Education Program to connect with the Hispanic community.”

“Maybe if the college found way to highlight lesser-known classes during registration, that might be helpful and might boost enrollment.”

“Sometimes it feels like the college isn't as present as it could be in the community. We all know it's there, but sometimes feels it's not as much a part as it could be.”

“What I'd like to see is more outreach from the college to the community. We get our booklet with course offerings and occasionally little fliers – but it would be so nice to have another opportunity to be able to get more information from the college on things that they are doing.”

“Have we told the community about the benefits navigator so they know students have more access to services attending school?”

“We need to get out of our comfort zone and try to get into the comfort zone of those we are trying to communicate with.”

“The college needs to do more to educate the community – especially the adults with kids – so that they know what TBCC has to offer.”

“The college needs to work on activities/programs that pull more people to the college so that they get to know the college.”

“The college needs to maintain the reputation of being extremely fiscally responsible. They do require bonds, so people need to know the money is being carefully spent.”



“Everyone has been extremely helpful in all facets as far as financial aid and assistance with classes. Advisors are willing to go above and beyond to help in all ways they can.”

Insights:

- Students at TBCC deem their college to be ‘world class’ and highly effective in serving students due to the welcoming and accepting student environment, excellent faculty, and amazing one-on-one support they receive. (see appendix 1.9, 1.13, 1.14a)
- TBCC’s students desire access to more classes and more class times/formats. (see appendix 1.18) They appreciate the flexibility of the HyFlex classes and would like to see these continue.
- As a result of the pandemic, students feel less connected to each other and the faculty and staff at TBCC, and desire more opportunities for community building.
- Students really appreciate the Advisors at TBCC but would like to see the advising services expanded and advising quality raised.
- Some aspects of the student experience could be strengthened such as finding course information, registration, options for books, and extracurricular opportunities.

Implications:

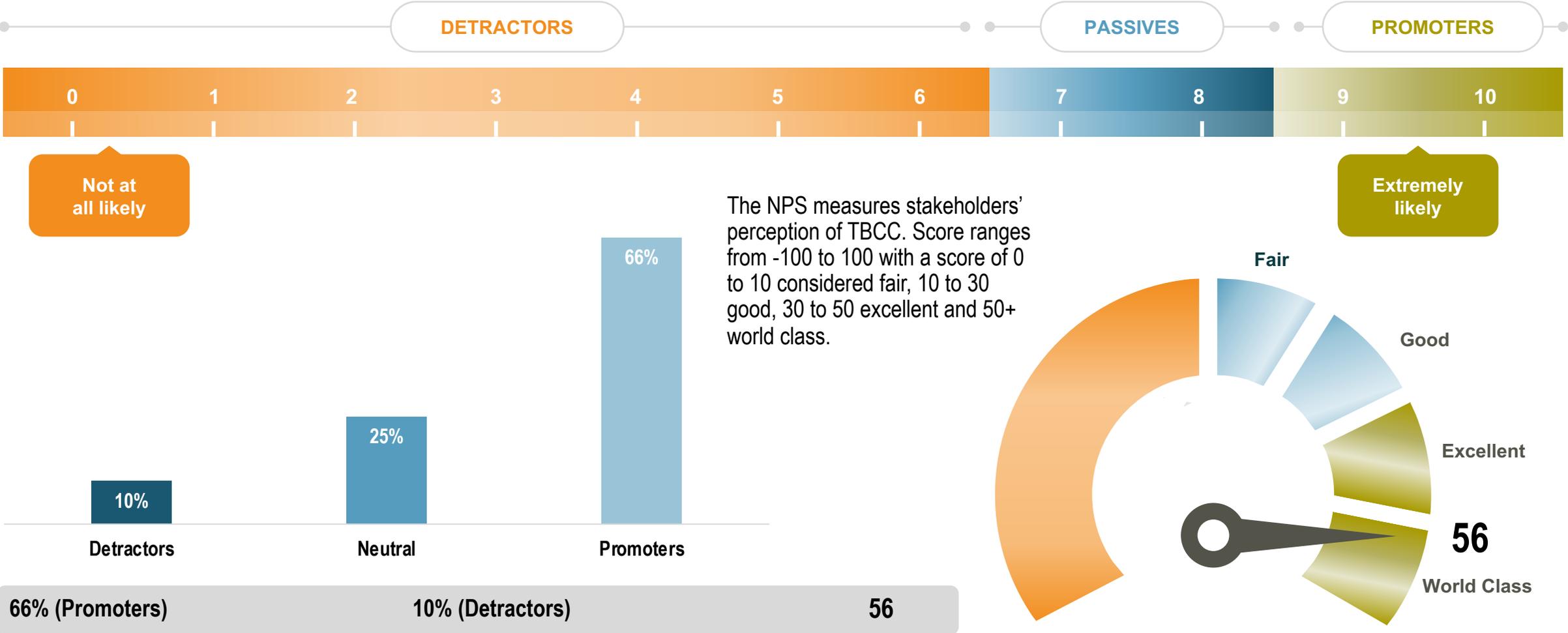
- Find ways for students and alumni, as passionate promoters of the college, to play a more active role with employee recruitment, student enrollment, and general marketing.
- Increase opportunities for students to build a sense of community.
- Deepen the capabilities and expertise of TBCC’s advisors and develop quality informational materials that advisors and students can refer to.
- Maintain and expand partnerships and services that provide wrap around and culturally responsive supports for students’ educational success and general wellbeing.
- Given that students’ needs are diverse and will evolve, the College should establish processes for continual learning and improvement to remain responsive.

Theme 4: Students are the college’s greatest promoters, and they desire even more of the great support they receive at TBCC.

Student Net Promoter Score (NPS)

How likely is it that you would recommend TBCC to a friend or colleague?

N = 63 students and alumni



“Everyone has been extremely helpful in all facets as far as financial aid and assistance with classes. Advisors are willing to go above and beyond to help in all ways they can.”

“Even our administrators know who the students are.”

“We need more teachers, more classes, more online classes, and more knowledgeable and helpful advisors.”

“I’d like there to be better library resources and more help with books.”

“I believe TBCC has a great opportunity to be part of students lives - not just their education.”

“HyFlex learning has been huge for TBCC - online and Zoom options for students who need flexibility is so great and needed for many students.”

“Maintain the quality of education in an online format. Clarify what knowledge, skills and abilities we’re fostering. Synchronous learning is required in cases when people need to connect, discuss and debate.”

“The only thing frustrating at TBCC is that there are only a couple advisors for the whole student body – it’s a small school, but a lot of classmates and I have had issues knowing exactly what we need to do.”

“Enrollment needs to be a focus; we need to maintain our student population and get back on our growth curve.”

“Every student has a different vision of what success is for them based on where they are in their life, and we have small enough classes that we can personalize a bit.”

“Improve the student experience from browsing the website to getting class info., to student advising, and creating communities both in person and virtual. We need to meet students where they actually are.”

“Even searching the courses on the website is more difficult than it needs to be. Registration is not straightforward.”

“Find a way to identify/eliminate any obstacles/barriers of seamless transition between high school – TBCC – four year – employment.”

“Build partnerships with K12 schools and universities to give students a roadmap to desired degrees/achievements. This is especially important as it relates to online degrees.”

“Our advisors have been a revolving door since I’ve been here. It’s been hard to retain them. And they are often the connector for students to figure out how to navigate the college.”

“Student success includes where they go after they get their degree, and that includes getting placed into the field they are aiming for.”

“Our students have food and housing insecurity; also, a lot of students living through domestic violence.”

“I would say a majority of the teachers actually care. They want you to do well, and many go out of their way to make that happen.”

“One of my favorite things about TBCC is the flexible and down to earth staff. I truly feel like professors want me to succeed. In most classes, assignments make sense in a real-world situation and don’t feel like busy work.

“Consider dormitories. Columbia Gorge College did this.”

“One of the consequences of being a small is we don’t have some of the social benefits. It’s not a social hub, at least not right now, and that’s too bad.”



“An opportunity is working together on a vision for the community. There are so many things where the community can be unified, and TBCC can really play a big part.”

Insights

- Stakeholders believe TBCC could play a role in addressing major community challenges such as housing, childcare, and civic engagement.
- While these challenges sit outside of the college’s core educational focus areas, they are related in that they impact students, employees, local businesses and the community at large. (see appendix 1.18)
- As a respected leader and partner in the community, stakeholders think TBCC can convene and connect the community to come together and collaboratively solve problems.
- TBCC is seen as having the unique potential to help foster dialogue, understanding, and greater unity around shared interests in a community that is often divided.
- Community was the word most frequently used to describe the reputation stakeholders want the college to have. (see appendix 1.11)

Implications

- TBCC will need to determine on what community challenges they want to play a role and then consider in what ways they are able to be involved. While in some cases, the College may want to play a leadership role, in others it may be more impactful for other organizations or groups to lead, while the college plays a supporting role.

Theme 5: There is an opportunity for TBCC to lead, convene, and connect the community to address challenges and foster civic engagement.

“They have a very positive reputation. They are a leading light for a lot of things.”

“The equity work they are doing is really important and we need them to continue to be a leader on this front. Not all people in our community are ready to embrace that.”

“Maybe they can get more involved with helping find housing for students.”

“Housing is a huge issue in our community. People can’t find affordable housing. So, when we do have job opportunities, we can’t fill them.”

“Our community has a problem with critical thinking and culture change. I would be interested to see a series of celebrated and visible civics lessons at the college. We need to promote the idea that innovation is good.”

“What can we do foster a richer cultural environment that draws employees to the college and other local employers? How can the college help with this?”

“We need more affordable housing available for the local workforce.”

“It’s hard to recruit awesome educators, especially with the lack of affordable housing.”

“Housing is a top issue. Student housing is an issue. Maybe dormitories for students would be a solution. They could also be used in summer for seasonal tourism workers.”

“Our communities are torn on issues almost 50/50 in so many areas. I would love to see more engagement, critical thinking skills, and how to come together with common goals, even though we might not agree on everything. The college can be a great resource for hosting those conversations and finding ways to reach out to community- those who want to be part of life learning; just having safe spaces where we can grow with each other.”

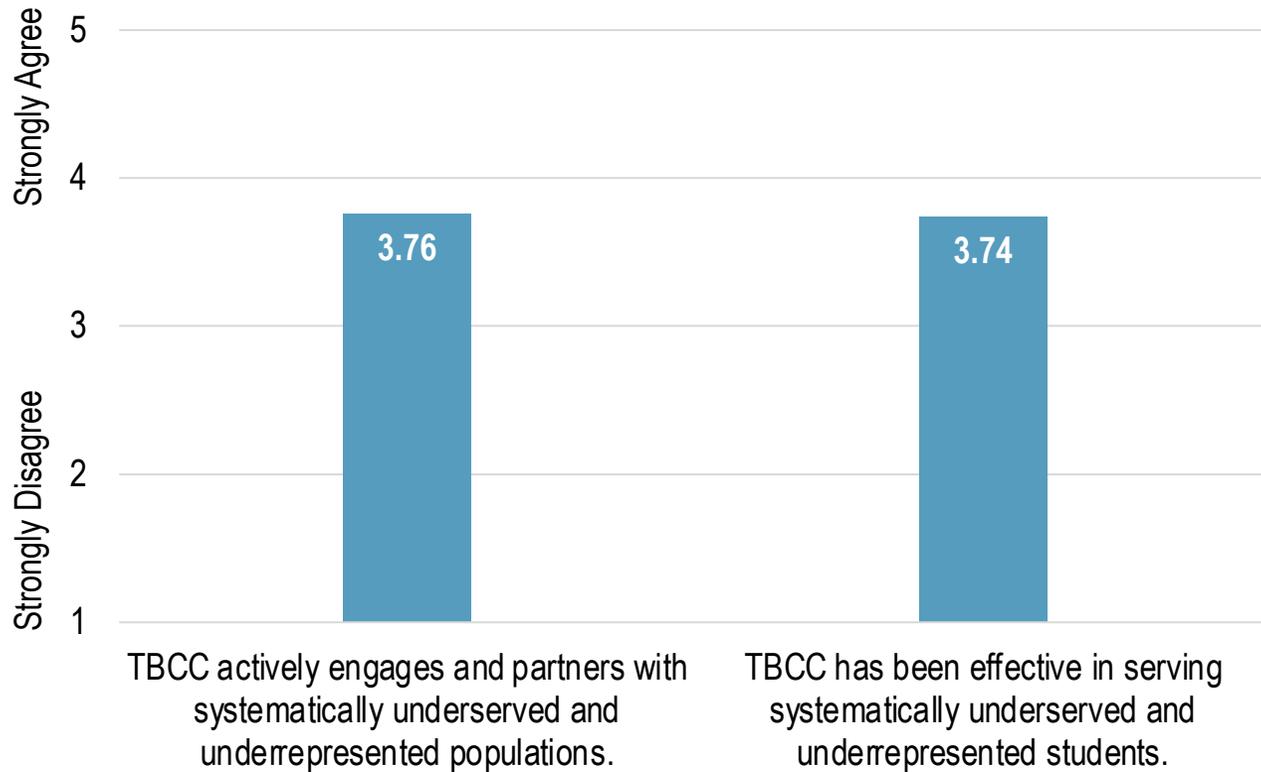
“How can we start talking about livable wages so people can afford to pay their rent and stay in their homes in Tillamook County?”

“Inspire and empower people who are here to be more involved with community instead of complaining.”

“We’re providing better educated citizens. Community engagement and civic dialogue – there’s an opportunity for TBCC to do more of that.”

“The housing crisis impacts ALL levels of TBCC...students, staff, etc. and our whole community.”

Engaging and Serving Underrepresented and Underserved Communities



Insights:

- TBCC was rated above average in engaging, supporting, and serving underrepresented communities and its culture and reputation are described as 'inclusive' and 'diverse'. (see Appendix 1.9, 1.10, 1.11)
- Students, staff, and faculty desire increased representation within the TBCC community. There is also interest in expanded course offerings and training for employees in order to foster a more equitable and inclusive community.
- Some describe TBCC as a leader in Diversity, Equity and Inclusion (DEI) practices within the region and highlight this as a significant opportunity for TBCC. (see Appendix 1.17)
- Interestingly, survey respondents who self-identified as non-white gave a significantly higher rating to TBCC's DEI efforts and have a higher Net Promoter Score. (see Appendix 1.16a, 1.13a)
 - All Latinx folks are promoters, NPS = 100
- Encouraging cultural awareness and developing global citizens is seen as an important role the College plays for students, however, stakeholders are less certain if promoting these in the community is equally important for TBCC. (see Appendix 1.14 and 1.15)

Implications:

- The College should consider further specifying its DEI goals and initiatives including improving representation and diversity within TBCC.
- There is some tension around the degree to which TBCC should be promoting or leading the areas of DEI within the community. To strengthen broader support and engagement, the college may need to communicate the benefits of a more diverse, equitable, and inclusive college and community.
- There are opportunities for TBCC to continue to deepen the already strong relationship they've built with the Latinx community.

Theme 6: A continued commitment to diversity and inclusion at the college is important to stakeholders.

“All members in the community are welcome despite their background.”

“We have a growing Latinx community, and the college is a great resource for that community. They create a safe place to grow and excel. The college can help that population stand on equal footing and achieve opportunities.”

“Keep serving and providing additional supports for people experiencing poverty. We have a very low median income.”

“I want to be known for our bilingual classes and services.”

“Many Hispanic/Latinx TBCC students are first generation college students and if TBCC had staff who could speak Spanish, then more parents could be involved in helping their kids navigate college life.”

“We need a medical Spanish class to learn how to speak to the Hispanic community while dealing with prescriptions and such to make sure there’s appropriate translation.”

“TBCC treats everyone the same and gives everyone the same opportunities and that's how it should be.”

“We need to be more culturally diverse; our faculty, staff, and the curriculum. There are things we could do to structurally encourage a curriculum that is less western, and more internationally informed.”

“If we bring people in, we need to do it in an inclusive way. Don’t forget the people in our county that don’t have a relationship yet with the college, like our Latino population. It’s also the blue-collar kids who could work on career and technical education and we need to show them the opportunities.”

“TBCC is welcoming and accepting to everyone.”

“I want to be able to walk in and see staff who look, and sound like me.”

“When I’ve gone through difficult times the college was extremely helpful.”

“Cultural responsiveness has been previously lacking but is improving in some areas. More diversity training could be helpful to staff and faculty with limited experience in this area.”



“Let’s find ways to move forward but also take care of everyone – staff and faculty alike. Help folks feel secure and valued.”

Insights:

- TBCC employees appreciate many aspects of the work environment and culture, and they are proud to work at TBCC. (see appendix 1.13)
- For most employees, there is a strong sense of community and camaraderie at the college, that has unfortunately been significantly impacted by the pandemic.
- Many processes and systems are seen as ineffective and inefficient; creating roadblocks and burdens for employees. Additionally, poor communication and collaboration channels lead to siloes.
- Recruiting and retaining qualified employees is a challenge (see appendix 1.18). Current employees want to know they are valued and secure and there is the desire to increase capabilities of some roles, such as advisors.
- Staff are the least likely of all stakeholders to recommend the college to a friend or family member.
- Adjuncts in particular desire better onboarding, support, communication, and connection to the rest of the College.

Implications:

- It is important that the College attend to maintaining and improving the workplace culture and environment. Care should be given to adjuncts’ experience in particular.
- Key college processes and systems should be identified, assessed, improved and transparently shared to support efficiency, effectiveness, and consistency.
- Committees, communications, and relationships should also be assessed and improved in order to increase collaboration and reduce siloes.

Theme 7: Strengthening systems, processes, capabilities, and relationships at the college would improve employees’ experience.

“I love our students, and our community. We are a true community college.”

“I feel really disconnected as an adjunct. I am alone out here. I’d like a more cohesive feeling of connectedness. I’d like a mentor; someone checking in on me.”

“It feels homey as a small college, and I really like that.”

“There are a lot of inefficiencies and time wasting. We could all do more – but it seems like we are too busy to come up with new things.”

“I think I do more committee work than teaching. We need a systematic rethinking of our jobs and how committees work.”

“I feel like people at TBCC are family, but teaching isn’t normal right now. We come to work, we close our doors, and we rarely see each other.”

“I feel expendable as an adjunct. I want to feel a part of the team and a greater sense of security. Our work is term to term, and you always wonder if you’ll get classes.”

“We have a lot of autonomy and flexibility, particularly at the faculty level.”

“We were doing really well creating a great environment for faculty and students – a hub where folks could come together – and Covid destroyed that.”

“There’s a lot of assumed knowledge of how to do things and what is done. I don’t think there is an onboarding process.”

“I’m often told there isn’t a process for doing things; it feels like I am cobbling it together and that’s very de-motivating.”

“TBCC has been the most understanding and personable place I have worked.”

“We are doing meaningful work that makes a difference in other people’s lives.”

“Collaborating in a more systematic way would be great. We’re all wearing many hats and sometimes we forget what others are doing in their roles.”

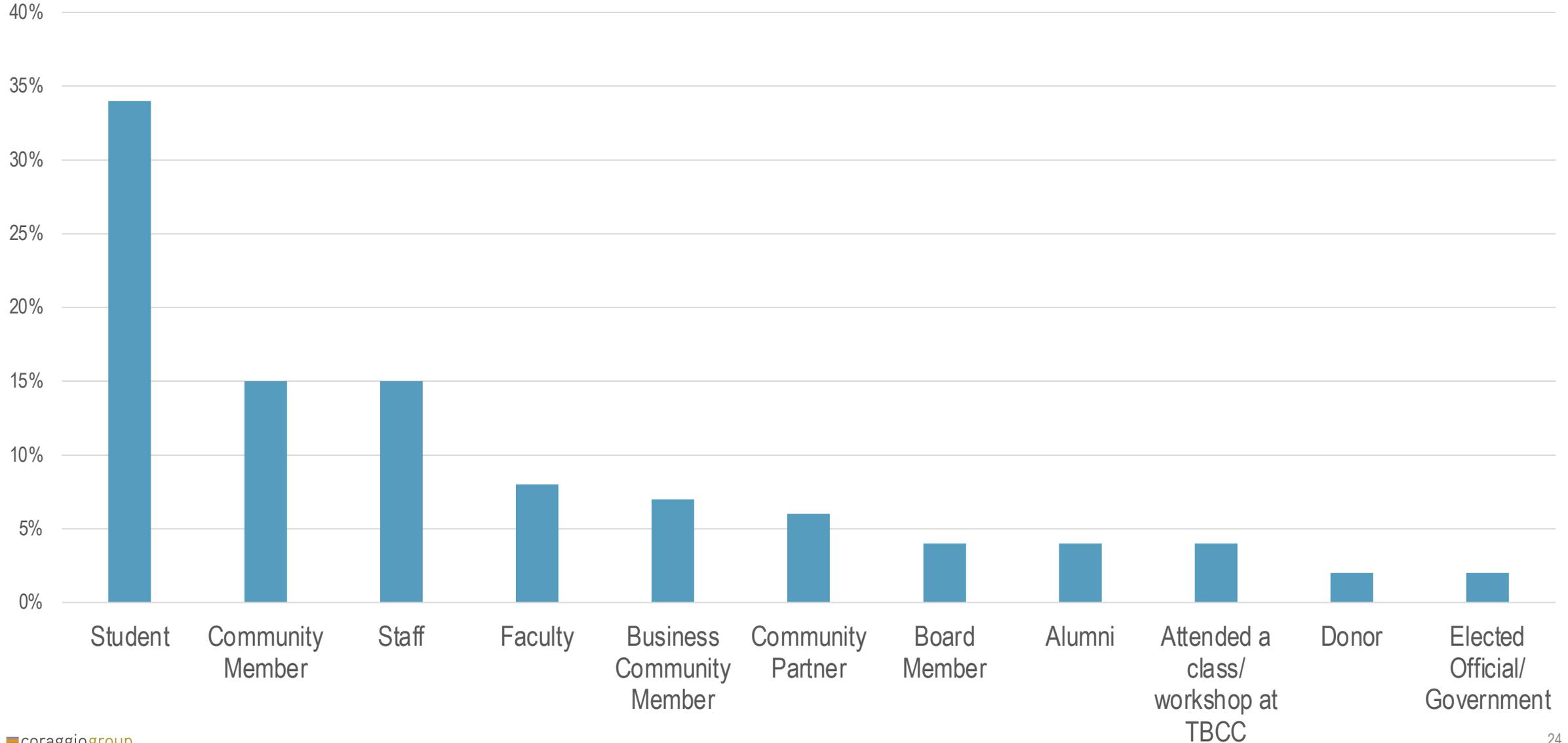
“We need to be careful that we don’t wear people out or let them wear themselves out.”

“I want the college to more value their adjuncts. I feel valued culturally by the organization and by individuals, but not in terms of organizational policy and practices.”

APPENDIX

Appendix 1.1 - Original Survey Demographics

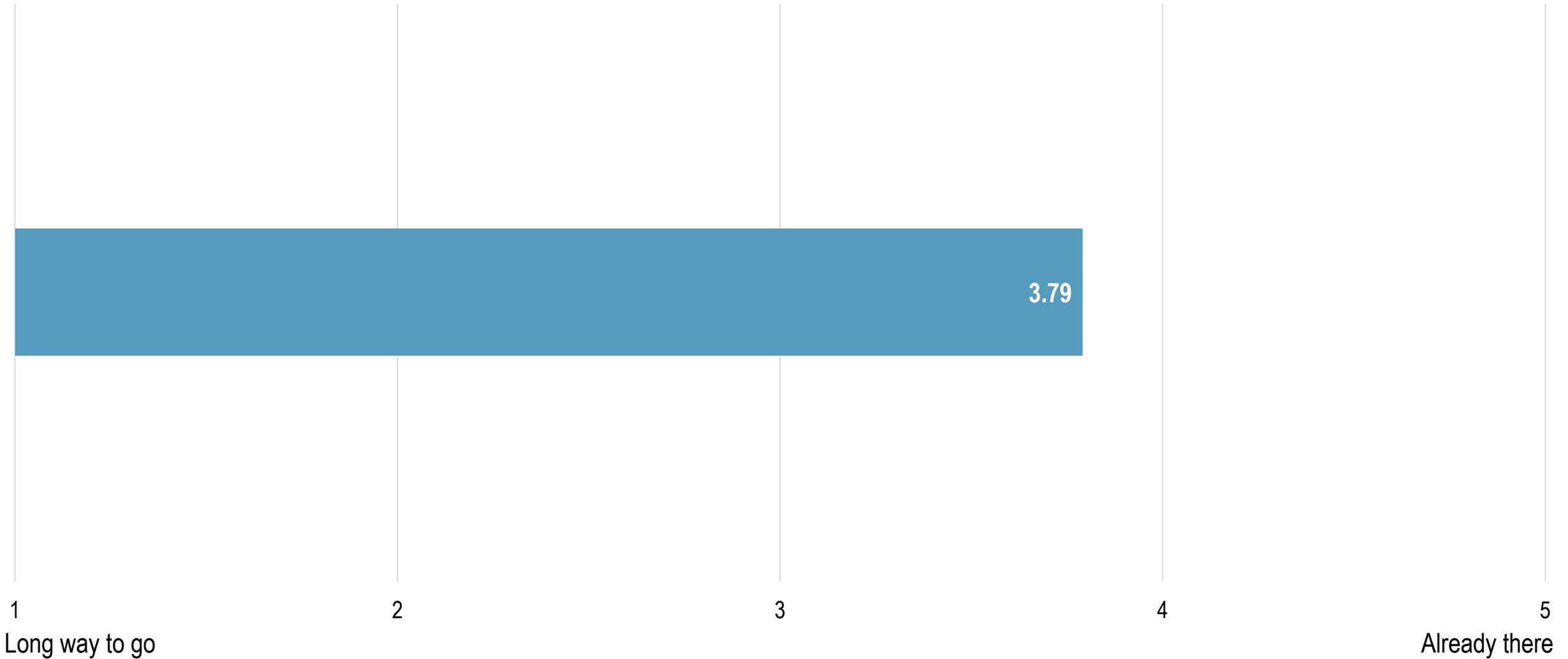
N = 179



Appendix 1.2 – Vision

Reflecting on TBCC’s vision, how far do you believe the college is from achieving its vision?

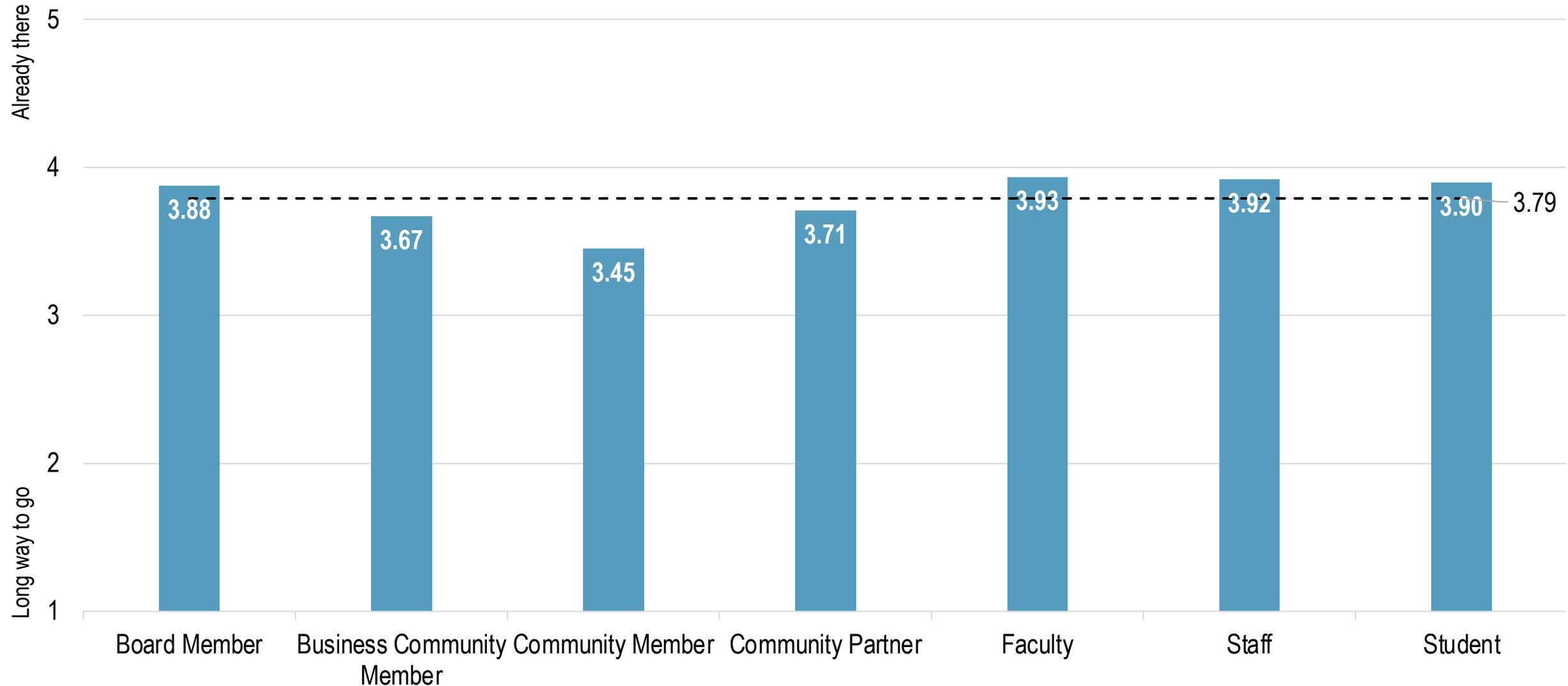
N = 176



Appendix 1.2a – Vision by Affiliation

Reflecting on TBCC's vision, how far do you believe the college is from achieving its vision?

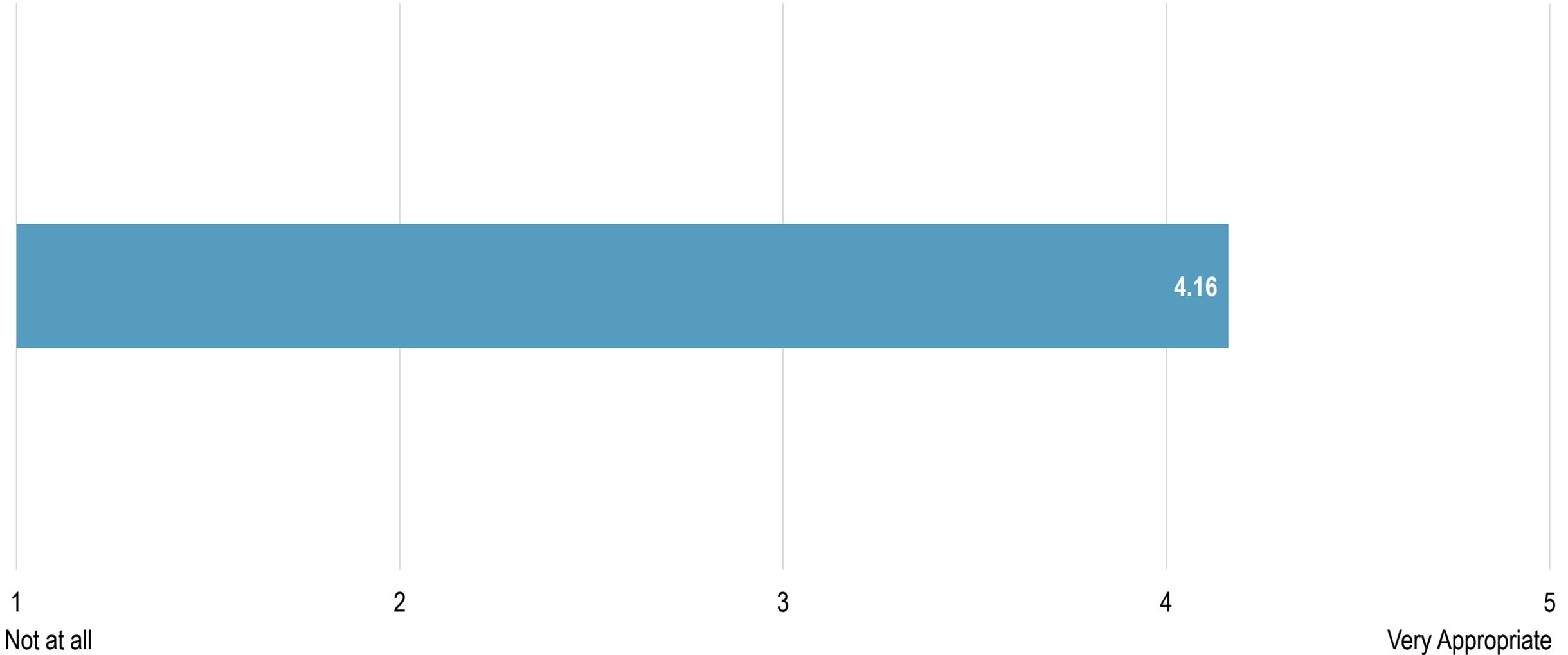
N = 176



Appendix 1.3 – Vision Appropriateness

To what extent do you believe the current vision continues to be appropriate for our next strategic plan?

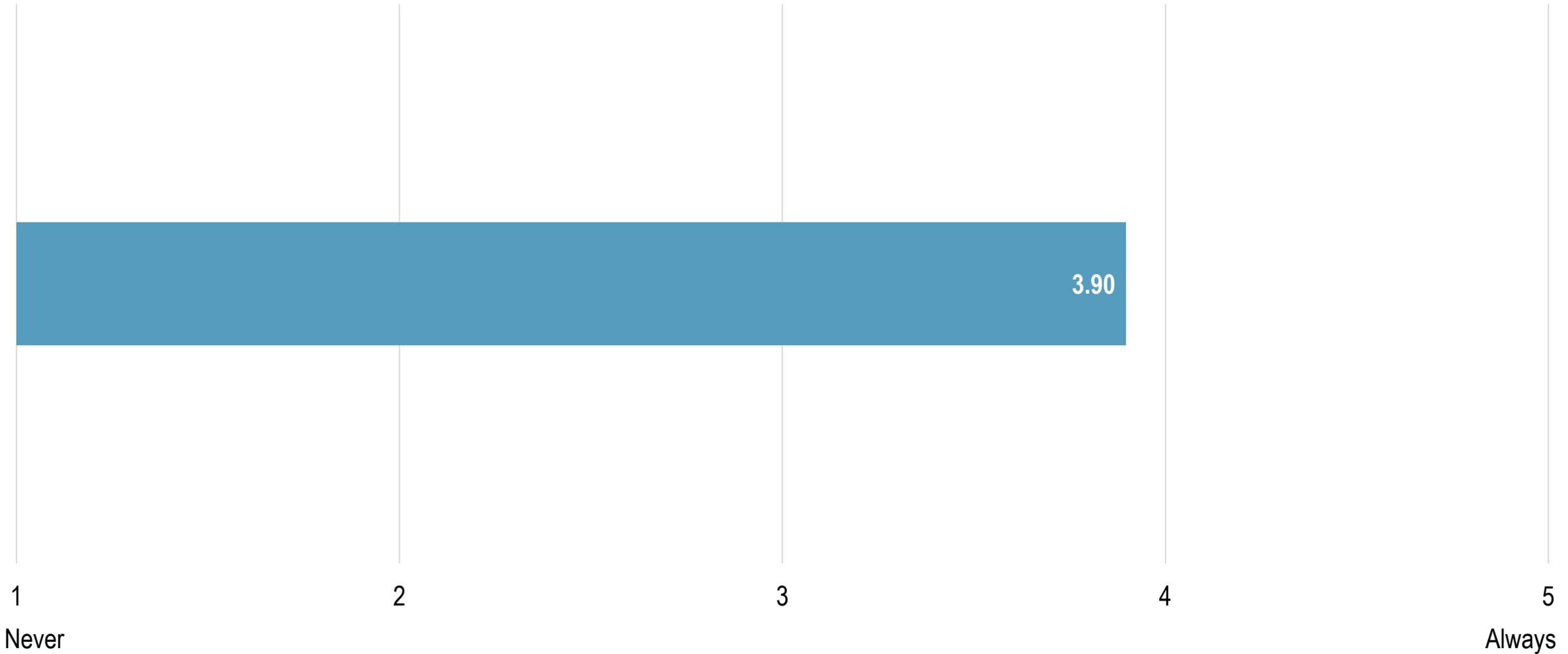
N = 176



Appendix 1.4 – Mission

Reflecting on TBCC’s mission, how often does the college live up to its mission?

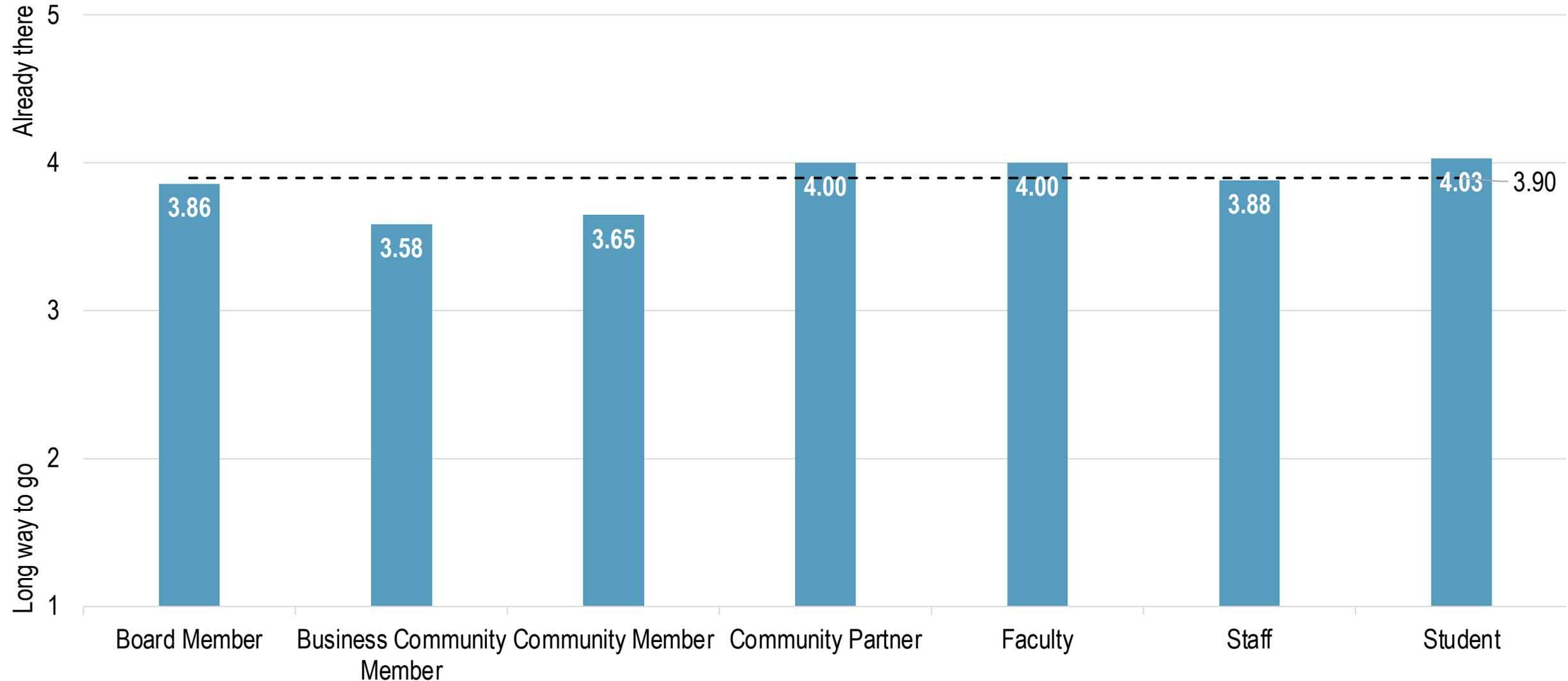
N = 176



Appendix 1.4a – Mission by Affiliation

Reflecting on TBCC's mission, how far do you believe the college is from achieving its mission?

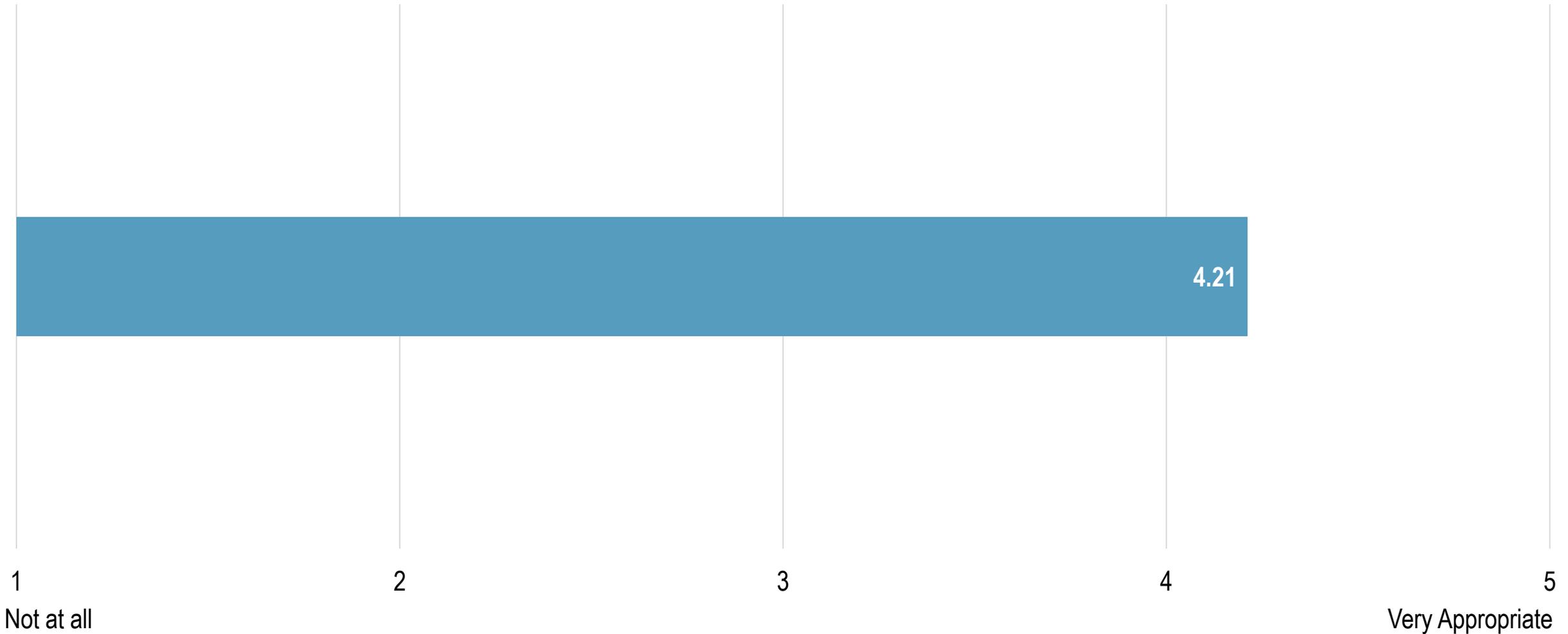
N = 176



Appendix 1.5 – Mission Appropriateness

To what extent do you believe the current mission continues to be appropriate for our next strategic plan?

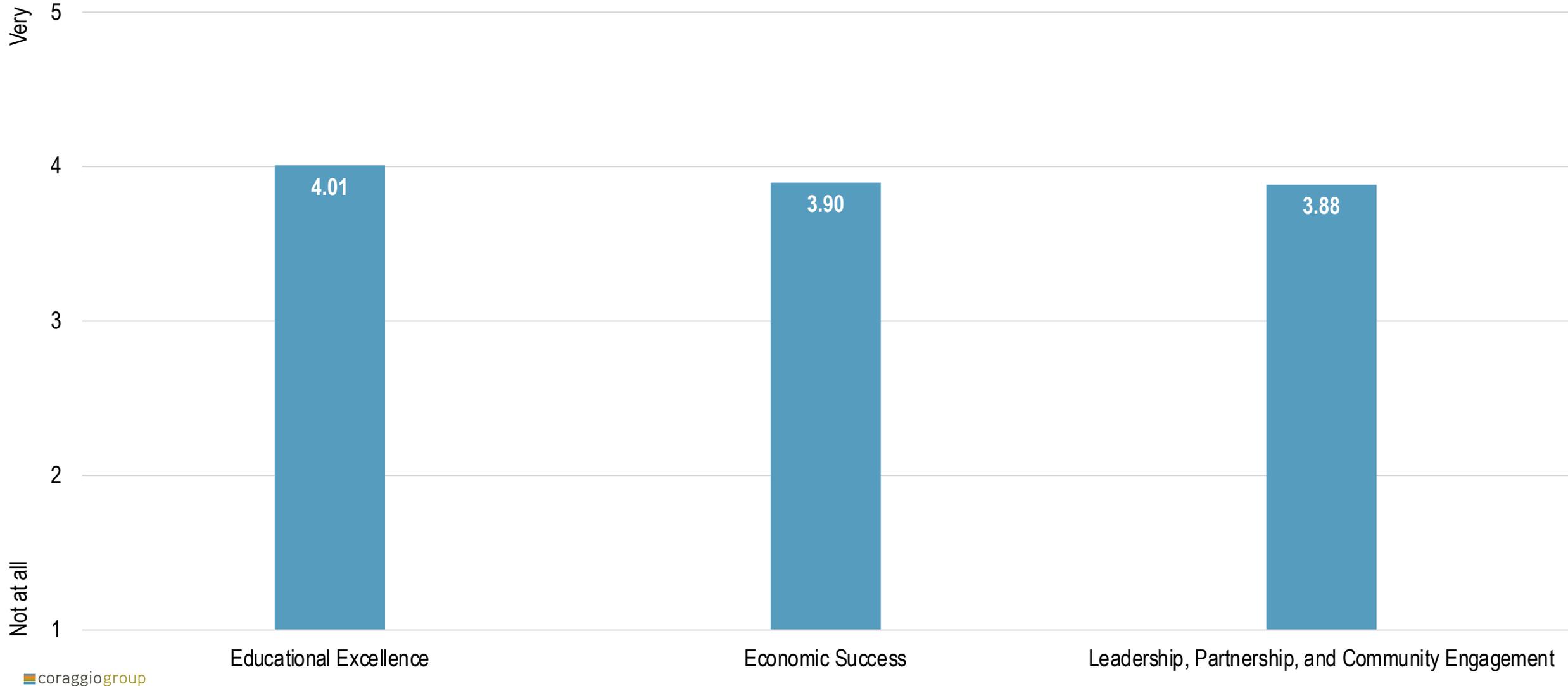
N = 176



Appendix 1.6 – Strategic Priorities Effectiveness

Please rate how effective TBCC has been at accomplishing each strategic priority:

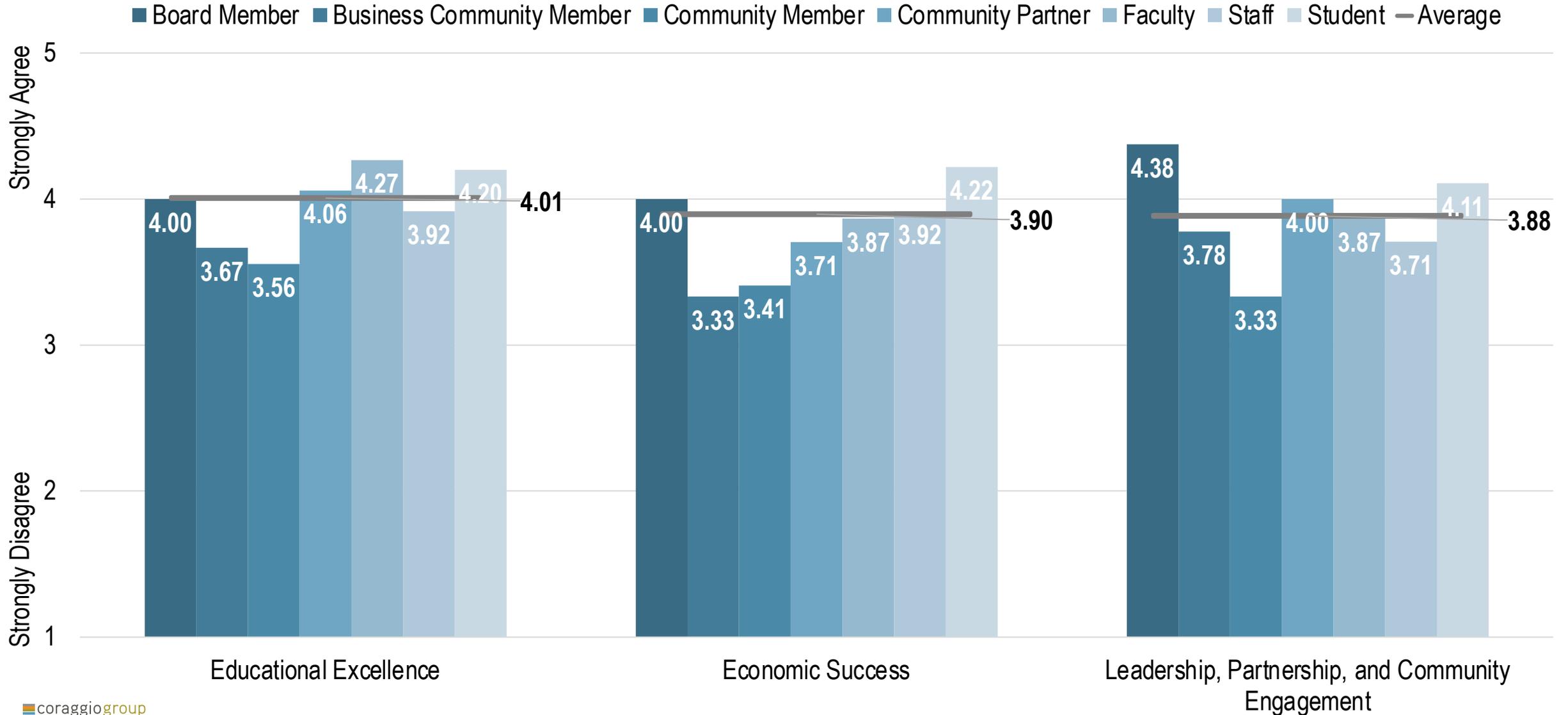
N = 165



Appendix 1.6a - Strategic Priorities Effectiveness by Affiliation

Please rate how effective TBCC has been at accomplishing each strategic priority:

N = 165

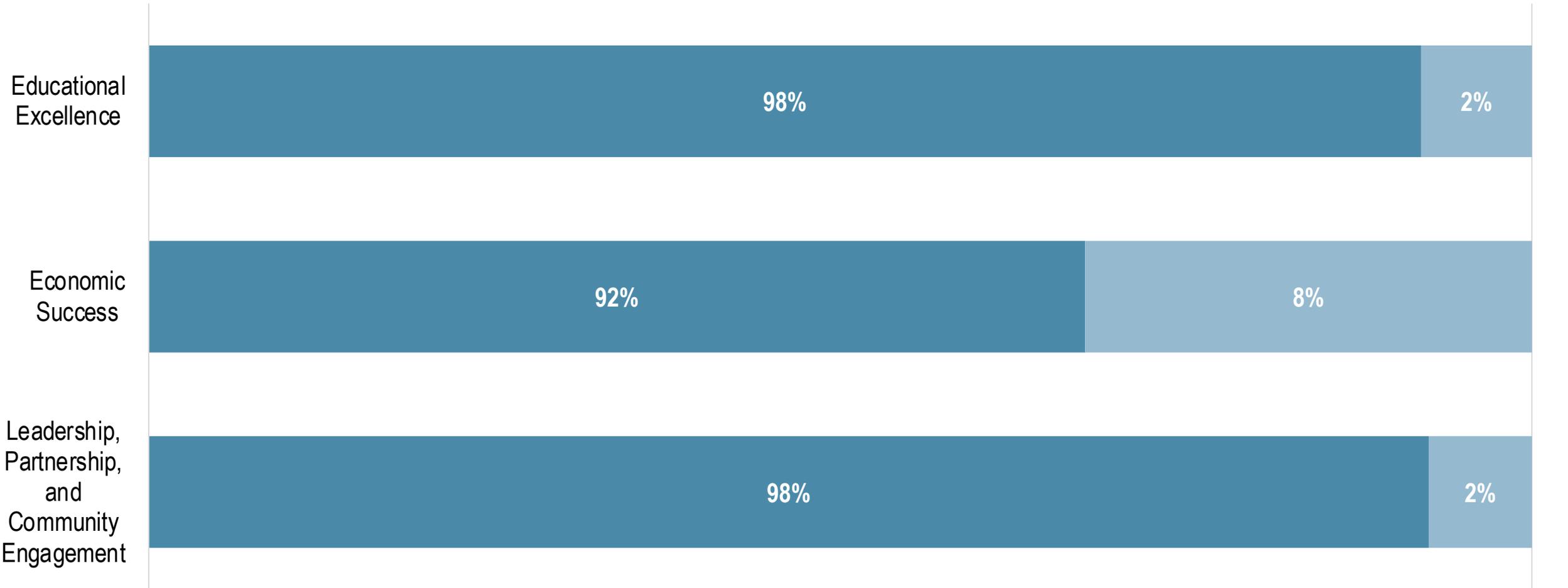


Appendix 1.7 – Continued Relevance of Strategic Priorities

For each of the current strategic priorities, please indicate whether you believe it should continue to be a priority in the next strategic plan.

N = 161

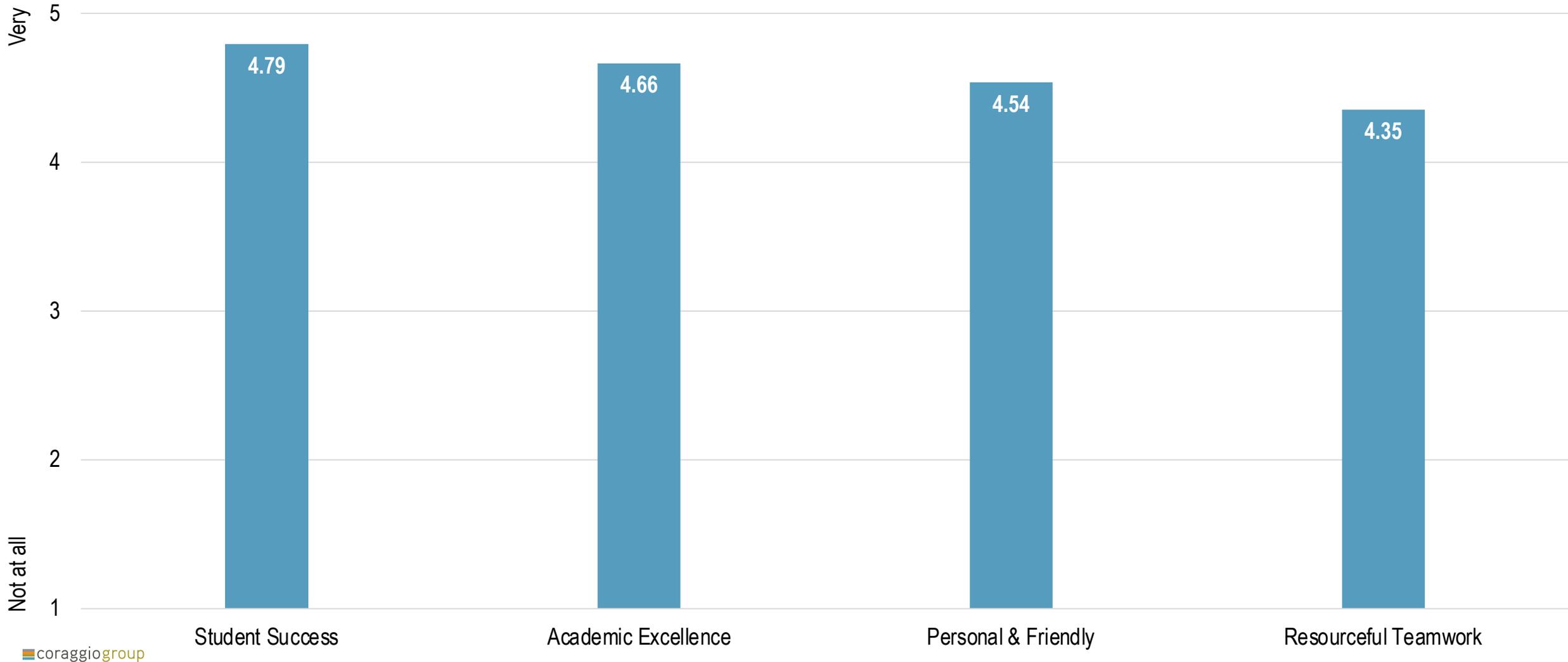
■ Yes ■ No



Appendix 1.8 – TBCC Values

Please rate how important you believe each value is in creating a positive culture and atmosphere for the college:

N = 160



Appendix 1.10 – Reputation Descriptors

What three words do you believe best describes TBCC's current reputation?

N = 108



Appendix 1.12 – Net Promoter Score (NPS)

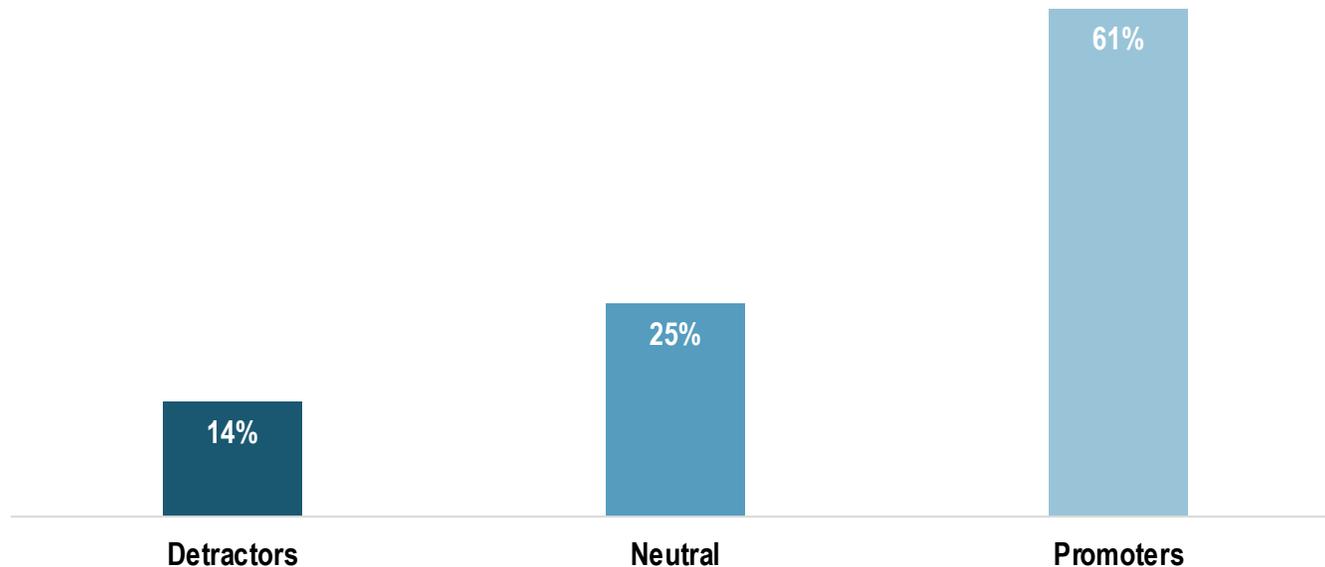
How likely is it that you would recommend TBCC to a friend or colleague?

N = 153

1	2	3	4	5	6	7	8	9	10
Detractors						Neutral		Promoters	

The NPS measures stakeholder perception of TBCC. Score ranges from -100 to 100 with a score of 0 to 10 considered fair, 10 to 30 good, 30 to 50 excellent and 50+ world class.

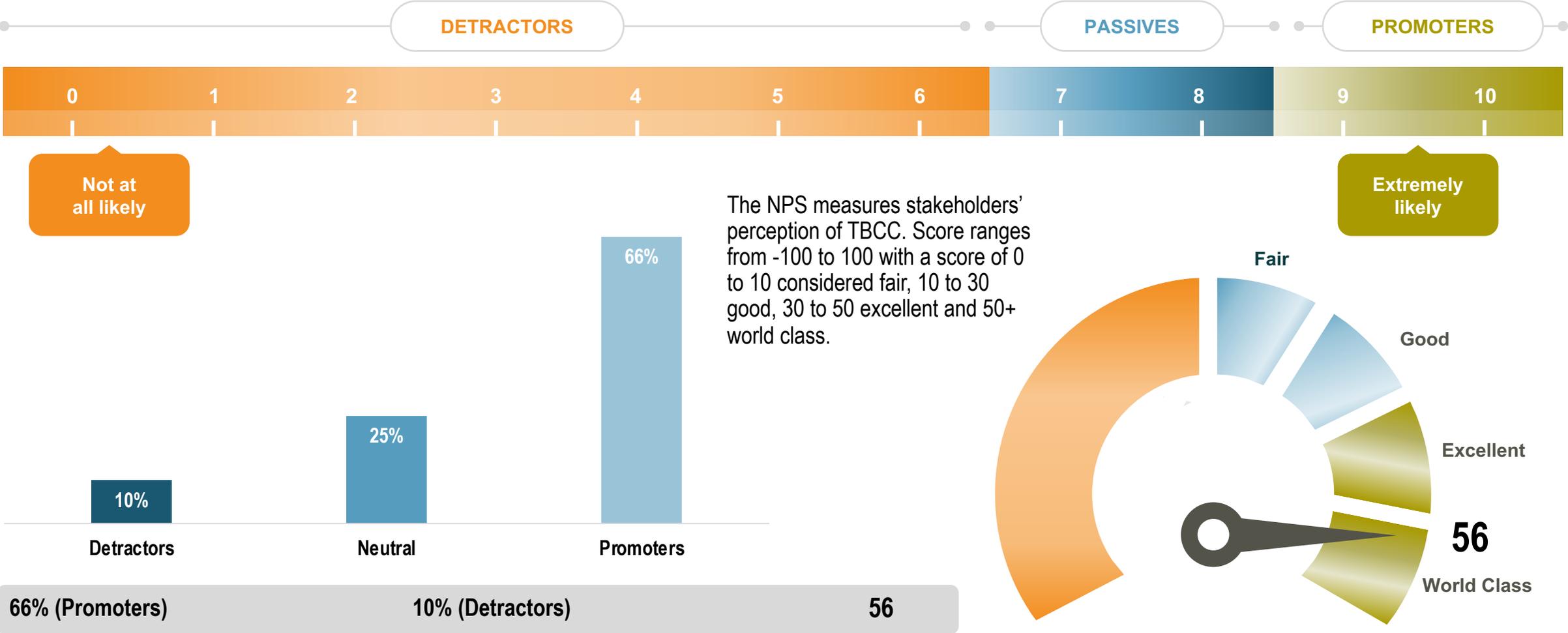
$$\text{NPS} = \% \text{ of Promoters} - \% \text{ of Detractors}$$



Student Net Promoter Score (NPS)

How likely is it that you would recommend TBCC to a friend or colleague?

N = 63 students and alumni



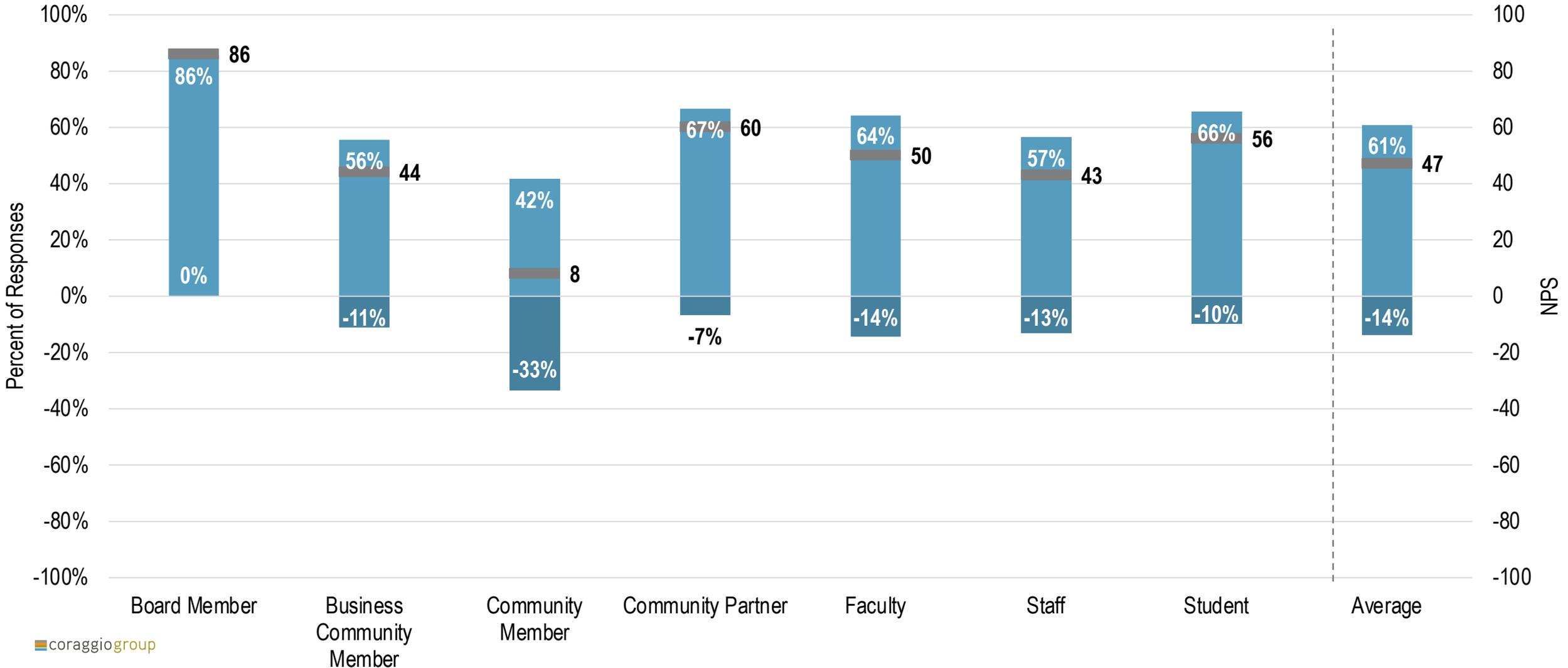
Appendix 1.13 – Net Promoter Score by Affiliation

How likely is it that you would recommend TBCC to a friend or colleague?

N = 153

Score ranges from -100 to 100 with a score of 0 to 10 considered fair, 10 to 30 good, 30 to 50 excellent and 50+ world class.

■ Detractors ■ Promoters — Net Promoter Score

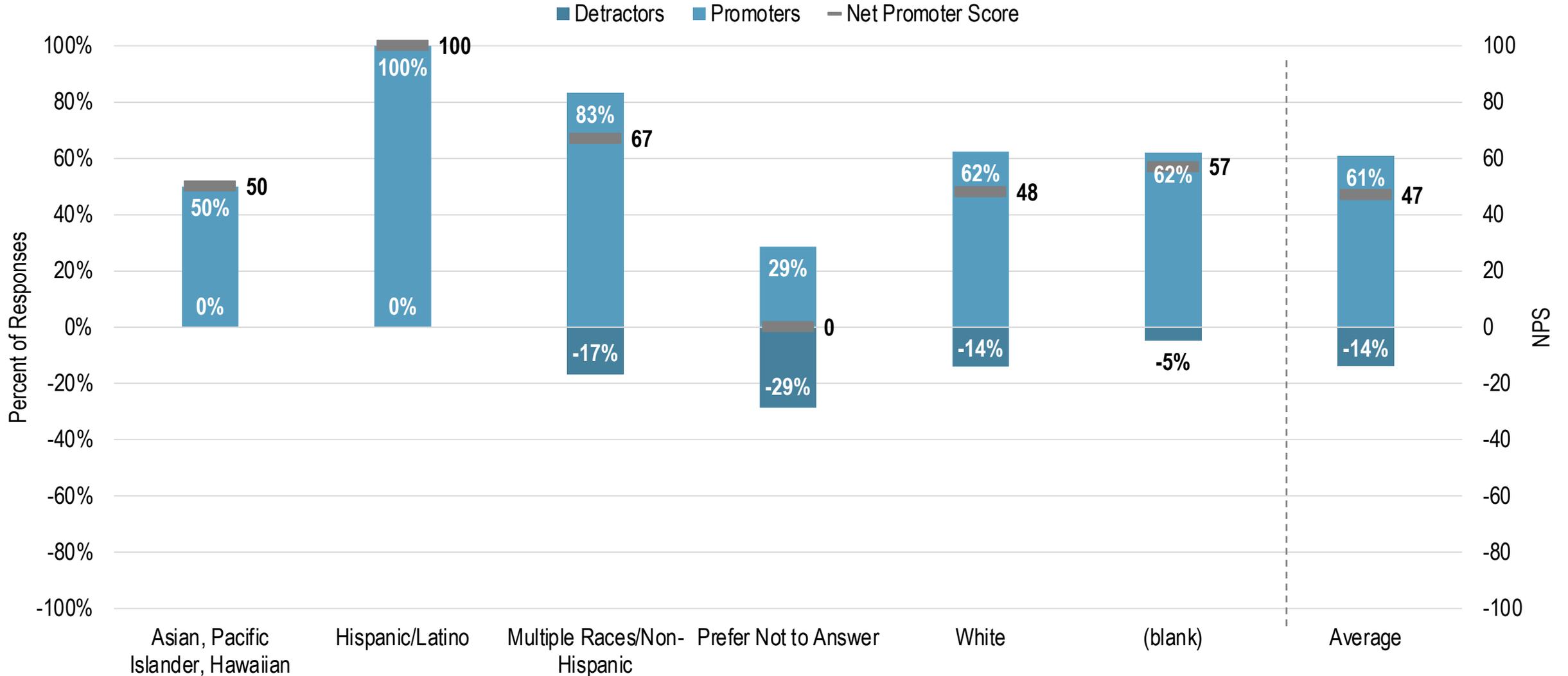


Appendix 1.13a – Net Promoter Score by Race/Ethnicity

How likely is it that you would recommend TBCC to a friend or colleague?

N = 153

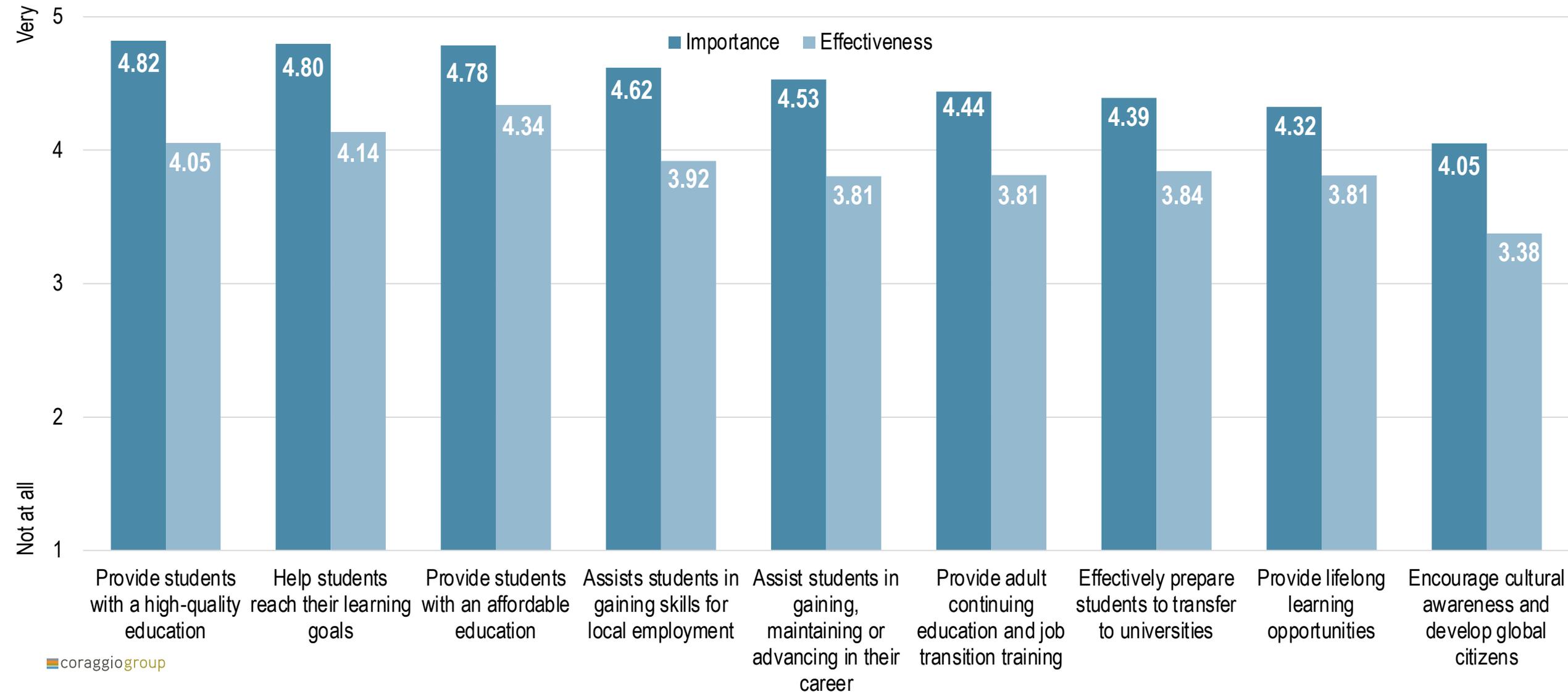
Score ranges from -100 to 100 with a score of 0 to 10 considered fair, 10 to 30 good, 30 to 50 excellent and 50+ world class.



Appendix 1.14 – TBCC’s Role in Serving their Students

How important the following roles are for community colleges in *servicing their students* and the effectiveness of TBCC in these roles.

N = 139

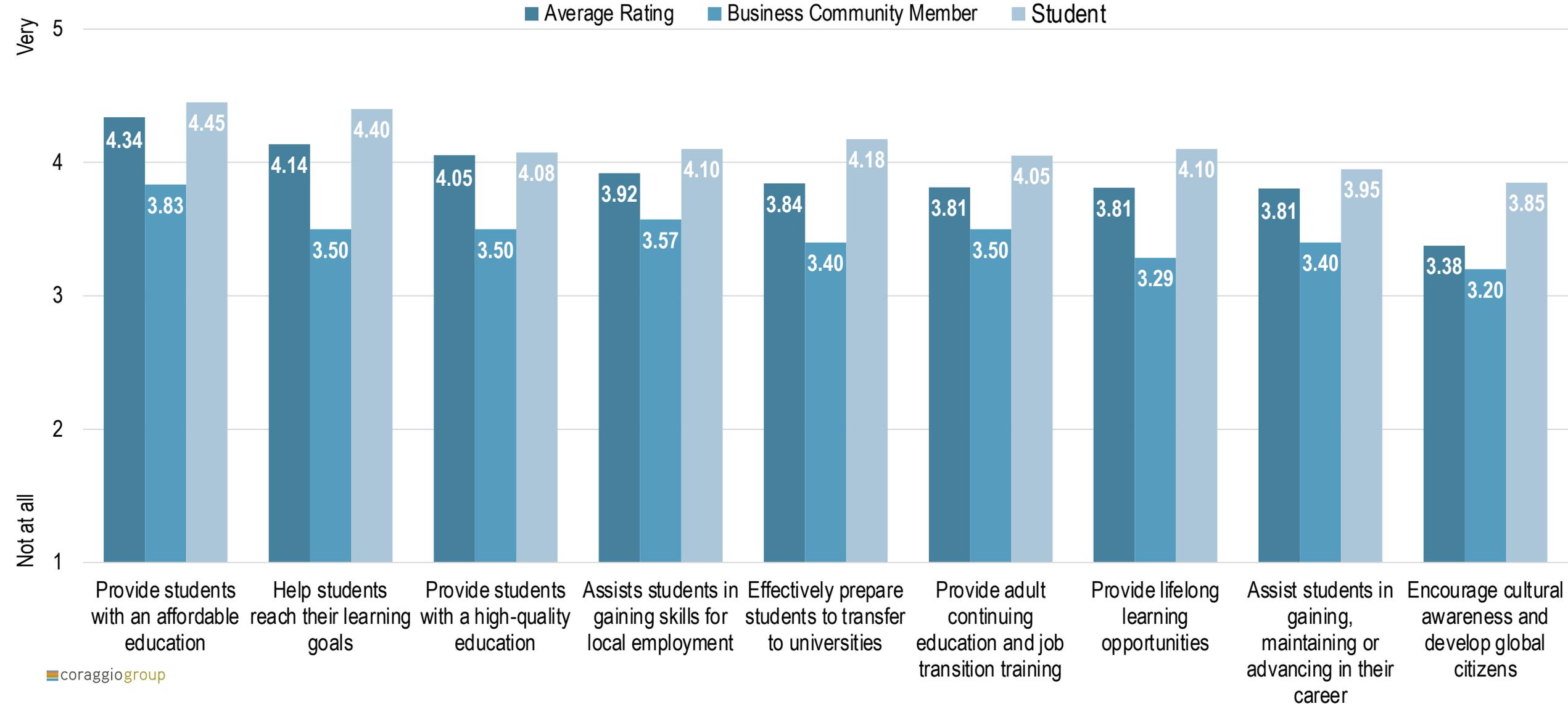


Appendix 1.14a – TBCC’s Effectiveness in Serving their Students (By Affiliation)

How effective is TBCC in *servicing their students* in these roles by affiliation.

N = 111

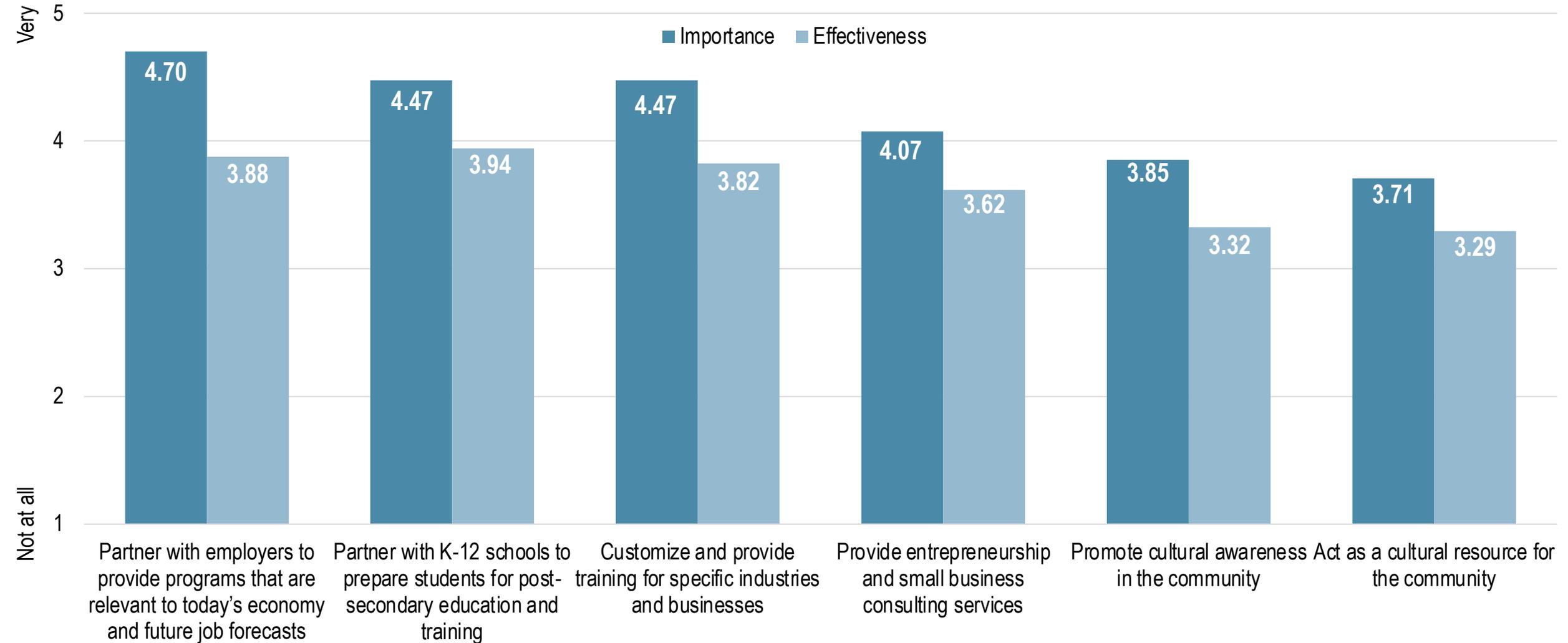
N = 6



Appendix 1.15 – TBCC’s Role in Serving their Community

How important the following roles are for community colleges in *servicing their community* and the effectiveness of TBCC in these roles.

N = 137

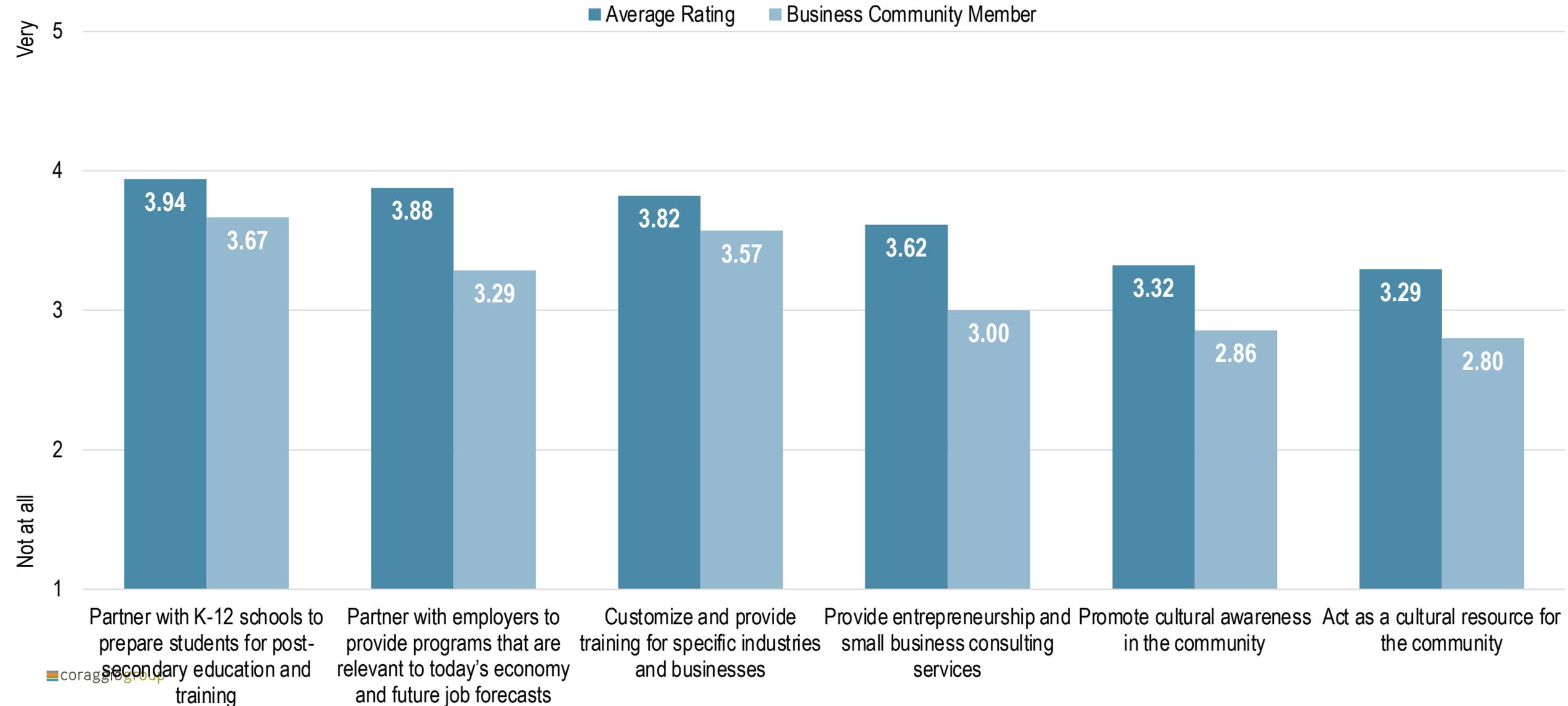


Appendix 1.15a – TBCC’s Effectiveness in Serving their Community (by Affiliation)

How effective is TBCC in *servicing their community* in these roles by affiliation.

N = 105

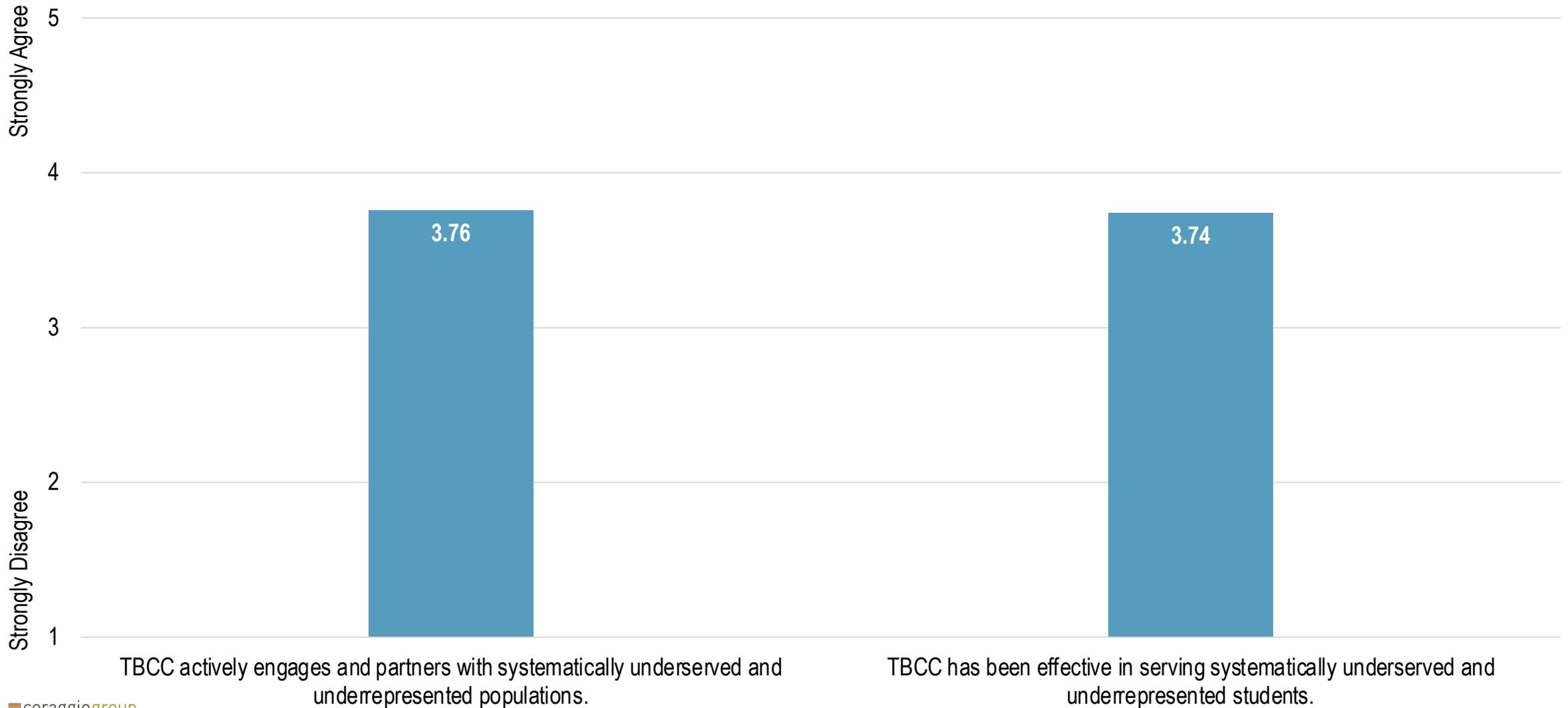
N = 6



Appendix 1.16 – Diversity, Equity & Inclusion

Please indicate your level of agreement with these statements:

N = 131

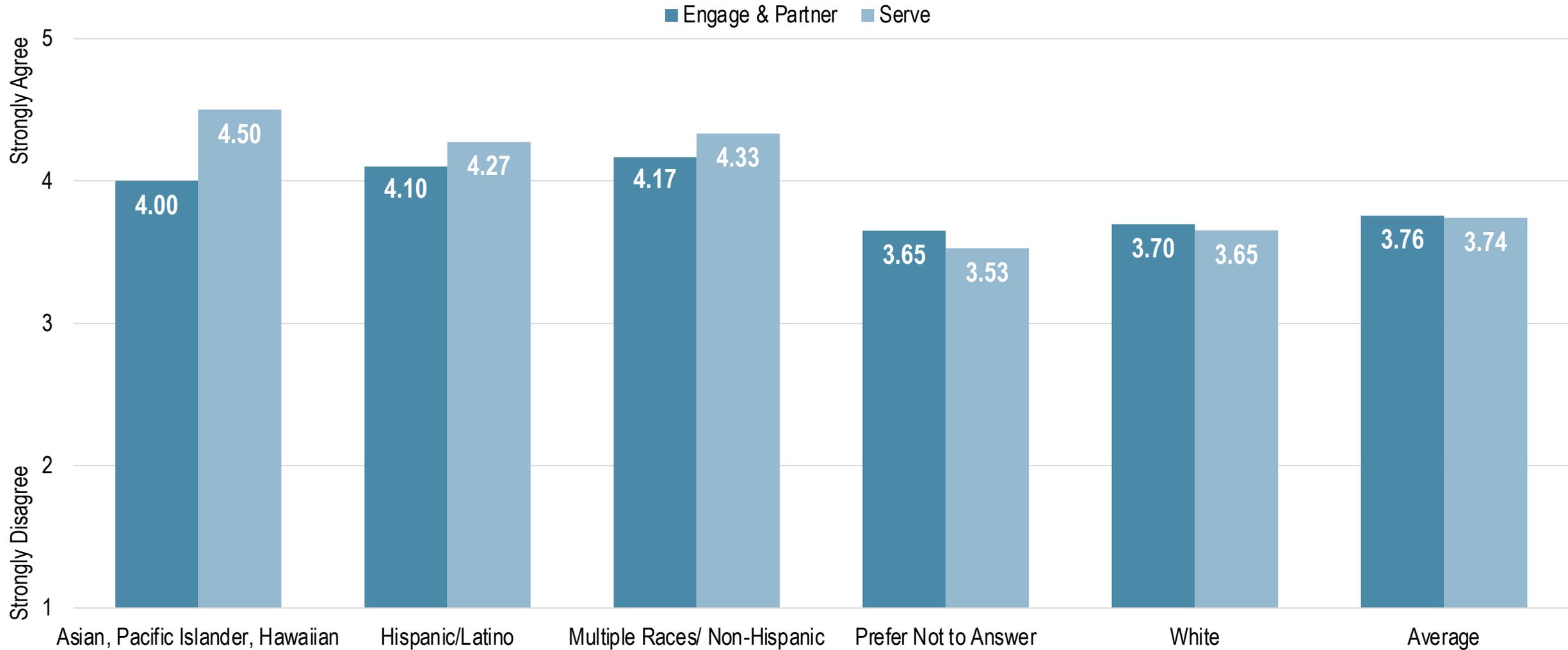


Appendix 1.16a – Diversity, Equity, and Inclusion (by Race/Ethnicity)

N = 131

Please indicate your level of agreement with these statements:

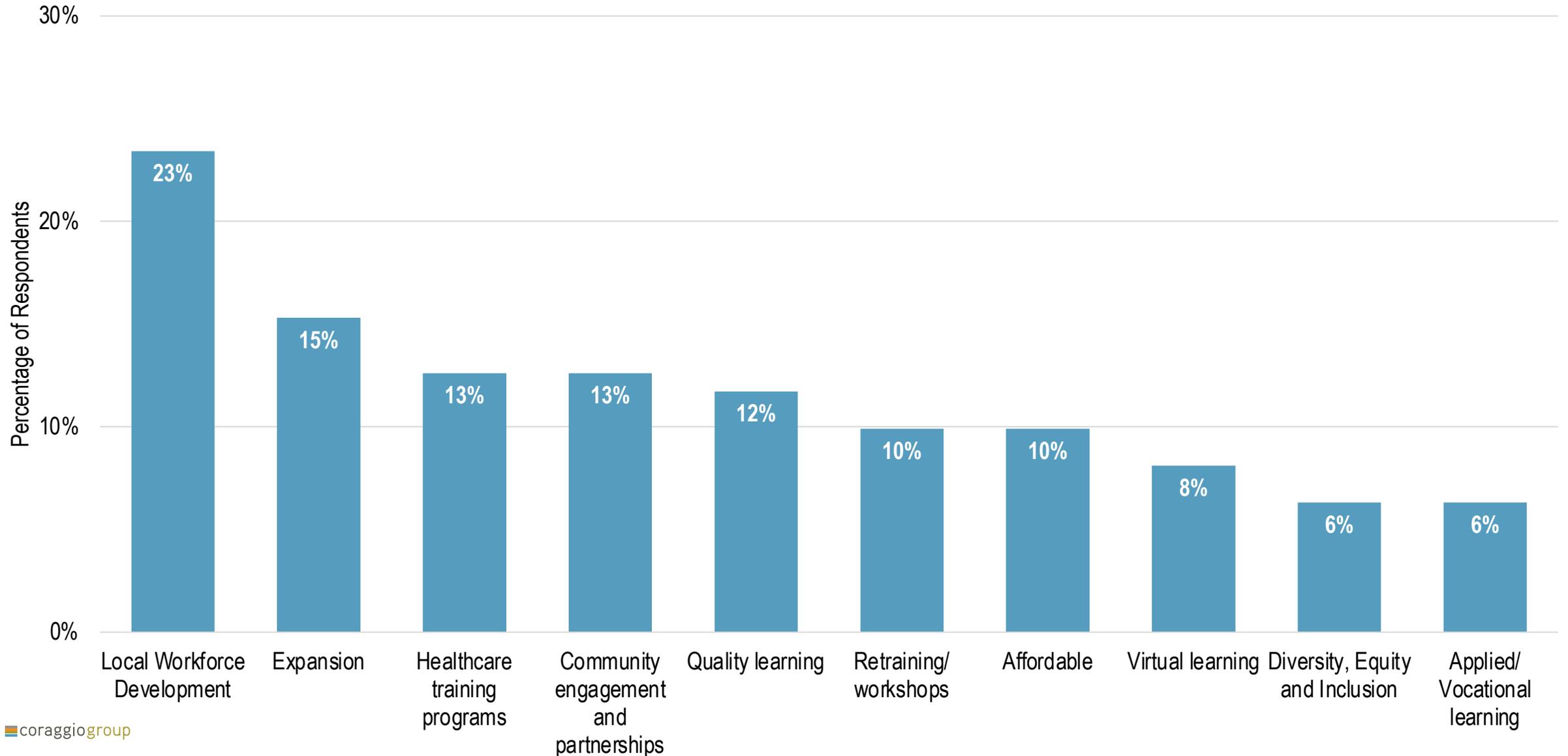
- TBCC actively engages and partners with systematically underserved and underrepresented populations. (Engage & Partner)
- TBCC has been effective in serving systematically underserved and underrepresented students. (Serve)



Appendix 1.17 – Strategic Opportunities for TBCC

What do you believe is the single most significant opportunity facing the college?

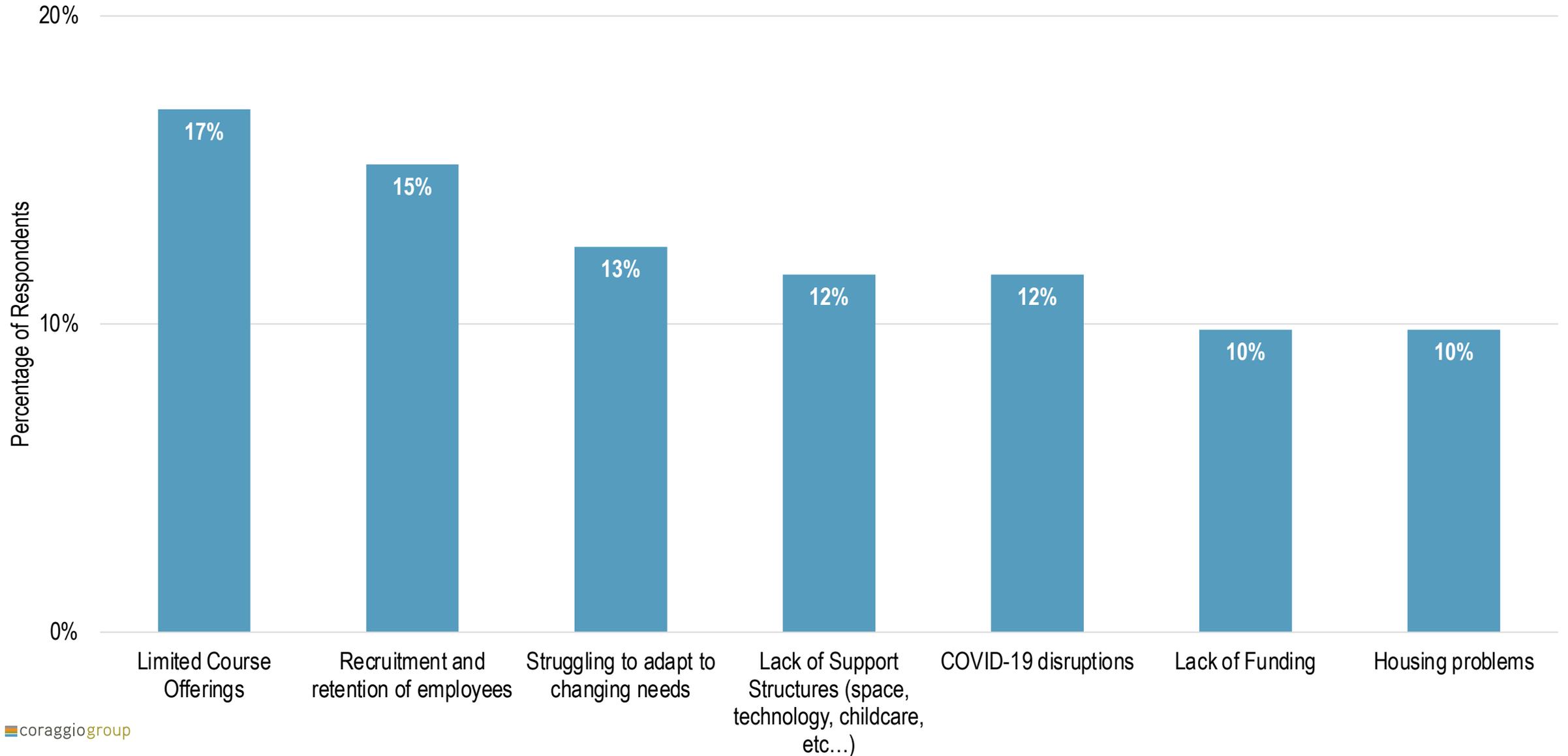
N = 111



Appendix 1.18 – Challenges facing TBCC

What do you believe is the most significant challenge facing the college?

N = 112





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