



**Five-Year Program Review  
June 30, 2023**

**Program Name:** Accelerated Learning Programs

**Date of Submission:** June 30, 2023

**Signatures:**

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Dean, Student Success & Academic Partnerships

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Vice President of Instruction & Student Services

**Program Description**

Tillamook Bay Community College's Accelerated Learning Programs strive to provide equitable opportunities for high school students to earn early college credit. We know that Students with accelerated learning credit are more likely to graduate high school and go to college and students with more than 10 accelerated credits finish college sooner than students with fewer than 10 credits.

**Accelerated Learning Programs Include:**

-*Dual Credit* - College courses taught in high school by qualified high school instructors. These courses meet both high school graduation requirements and requirements towards a college degree or certificate.

-*Expanded Options* - College courses taught at the high school by TBCC faculty or high school students enrolling in college courses at TBCC.

**1.0 Mission and Goals**

***1.1 Relationship of Accelerated Learning Programs to the college's Mission and Vision.***

**College Mission & Vision**

Mission: Tillamook Bay Community College serves our diverse community equitably through educational excellence, community collaboration, and opportunities for lifelong learning.

-High School students participating in Accelerated Learning Programs (ALP) are bridging their pathway to a college degree or certificate. Additionally, ALP aims to increase equity and encourage a high school-to-college culture by removing barriers to college access and academic achievement while also reducing the cost of higher education.

Vision: Tillamook Bay Community College is the educational center of our community: responsive, innovative, empowering, and invested in the progress of all.

-The Dean of Student Success & Academic Partnerships and the TBCC Advising Team work closely with high school leaders and counselors to coordinate and plan educational opportunities for students. A large part of this plan imbeds the advising team at the high schools during key registration periods and prior to students graduating. This model ensures that high school students are taking college credit for a specific academic pathway or a Career & Technical Education, program of study.

## 2.0 Accelerated Learning Program: Dual Credit - Program Data and Trends Analysis

### 2.1 Dual Credit High School Comparison

#### Dual Credit Enrollment

High School	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Neah-Kah-Nie	209	193	193	259	390
Nestucca	0	13	63	84	108
Tillamook	446	496	439	259	491
Other Schools Served	21	3	33	65	62

#### Dual Credit Pass Rates

High School	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Neah-Kah-Nie	94%	94%	94%	93%	89%
Nestucca	N/A	91%	100%	69%	88%
Tillamook	90%	91%	92%	78%	93%

#### Analysis:

Pre-COVID THS experienced declining enrollment in Dual Credit (DC) but increased substantially, by 50%, post-COVID. In comparison, NKN had a slight dip pre-COVID through 2020 and steadily increased from 2020 to 2022 and similarly with the other schools outside of our district (these numbers are small by school so they are aggregately reported). NHS's DC enrollment maintained a steady increase, even during the pandemic. Further, pass rates dropped during the pandemic at THS and NHS whereas pass rates at NKN have remained high but dipped post-COVID.

### 2.2 Student Dual Credit Enrollment by Gender

#### Dual Credit:

Row Labels	Female		Male		Unidentified		Total N
	N	%	N	%	N	%	
<b>Tillamook</b>							
2019	113	53.6%	98	46.4%		0.0%	211
2020	111	58.4%	78	41.1%	1	0.5%	190
2021	85	68.5%	38	30.6%	1	0.8%	124
2022	104	49.8%	99	47.4%	6	2.9%	209
<b>Nea-Kah-Nie</b>							
2019	37	53.6%	32	46.4%		0.0%	69
2020	44	50.6%	43	49.4%		0.0%	87
2021	49	57.0%	37	43.0%		0.0%	86
2022	53	53.0%	43	43.0%	4	4.0%	100
<b>Nestucca</b>							
2019	9	60.0%	6	40.0%		0.0%	15
2020	34	54.0%	29	46.0%		0.0%	63
2021	31	63.3%	18	36.7%		0.0%	49
2022	24	57.1%	18	42.9%		0.0%	42
<b>Other</b>							
2019	1	33.3%	1	33.3%	1	33.3%	3
2020	12	48.0%	13	52.0%		0.0%	25
2021	30	61.2%	19	38.8%		0.0%	49
2022	20	62.5%	11	34.4%	1	3.1%	32
<b>Grand Total</b>	<b>757</b>	<b>55.9%</b>	<b>583</b>	<b>43.1%</b>	<b>14</b>	<b>1.0%</b>	<b>1354</b>

**Analysis:**

It is interesting to note that there are more females than males enrolled in Dual Credit at THS and NKN every year. The only school that males outnumber females is one of our outside school districts with males exceeding females by 1 student. In total for all high schools there were 757 females and 538 males enrolled in Dual Credit from 2019-2022, over a four-year period. It would be worth exploring this further to determine whether females are unconsciously given more opportunities to enroll in early college credit, alluding to unconscious bias. With our historical model of high school counselors determining which students can enroll in Dual Credit there is an inherent risk of bias and subjectivity when selecting students for early college credit opportunities. Further, this same trend is also found with our diverse student populations.

**2.3 Student Dual Credit Enrollment by Race/Ethnicity**

Dual Credit:

Row Labels	White		Latinx		Other identities		Unknown/unreported		Total N
	N	%	N	%	N	%	N	%	
<b>Tillamook</b>									
2019	138	65.4%	58	27.5%	14	6.6%	1	0.5%	211
2020	124	65.3%	53	27.9%	10	5.3%	3	1.6%	190
2021	70	56.5%	43	34.7%	8	6.5%	3	2.4%	124
2022	139	66.5%	56	26.8%	13	6.2%	1	0.5%	209
<b>Nea-Kah-Nie</b>									
2019	54	78.3%	5	7.2%	10	14.5%		0.0%	69
2020	64	73.6%	10	11.5%	12	13.8%	1	1.1%	87
2021	69	80.2%	10	11.6%	7	8.1%		0.0%	86
2022	79	79.0%	14	14.0%	6	6.0%	1	1.0%	100
<b>Nestucca</b>									
2019	4	26.7%	9	60.0%	1	6.7%	1	6.7%	15
2020	39	61.9%	16	25.4%	7	11.1%	1	1.6%	63
2021	32	65.3%	10	20.4%	6	12.2%	1	2.0%	49
2022	32	76.2%	7	16.7%	3	7.1%		0.0%	42
<b>Other</b>									
2019		0.0%		0.0%		0.0%	3	100.0%	3
2020	20	80.0%	2	8.0%	3	12.0%		0.0%	25
2021	33	67.3%	10	20.4%	5	10.2%	1	2.0%	49
2022	26	81.3%	4	12.5%	2	6.3%		0.0%	32
<b>Grand Total</b>	<b>923</b>	<b>68.2%</b>	<b>307</b>	<b>22.7%</b>	<b>107</b>	<b>7.9%</b>	<b>17</b>	<b>1.3%</b>	<b>1354</b>

**Analysis:**

Historically, White students enroll in early college credit at a higher rate as demonstrated in the above table. Research finds that Dual Credit (DC) programs lead to inequitable outcomes for low-income or diverse students. When program purpose and outcomes align, research has demonstrated that DC programs intended to reduce inequities are achieving this goal. Tillamook County high schools have historically had low diverse enrollment in DC. As such it will be important to work closely, and differently, with our high school partners to develop a common understanding of the purpose of DC and to define shared outcomes in order to achieve equitable enrollment and outcomes of our diverse students.

### 3.0 Accelerated Learning Program: Expanded Options - Program Data and Trends Analysis

#### 3.1 Expanded Options High School Comparisons

##### Expanded Options Enrollments

School	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NHS	34	61	124	46	34
NKN	13	15	97	120	112
THS	49	56	94	127	97

##### Expanded Options Pass Rates

School	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NHS	100%	97%	76%	48%	82%
NKN	100%	100%	87%	82%	68%
THS	85%	81%	84%	77%	84%

#### Analysis:

The number of Expanded Options (EOP) enrollments in TBCC courses jumped dramatically during the pandemic. While this has remained high for THS and NKN, enrollment for NHS has dropped to pre-pandemic level. Additionally, pass rates dropped during the pandemic at all three high schools however, Nestucca and Tillamook are rebounding. As enrollment in EOP has increased over the years at NKN it is interesting to note that their EOP enrollment has not rebounded as well. Since the pandemic the bulk of Expanded Options enrollments have been at the college. An assumption could be made that due to TBCC having imbedded instructors at THS and NHS, long term (more than 1 term) in Math and Writing respectively, the experience and success of these students might be very different that those from NKN where they did not have imbedded courses and instead only enrolled at the college for EOP courses.

#### 3.2 Expanded Options Enrollment by Gender

Expanded Options:

	Female		Male		Unidentified		Total	Total
	n	%	n	%	n	%	n	%
<b>Tillamook High School</b>	<b>163</b>	<b>69.1%</b>	<b>69</b>	<b>29.2%</b>	<b>4</b>	<b>1.7%</b>	<b>236</b>	<b>100.0%</b>
2018	28	75.7%	9	24.3%		0.0%	37	100.0%
2019	25	73.5%	9	26.5%		0.0%	34	100.0%
2020	41	74.5%	12	21.8%	2	3.6%	55	100.0%
2021	36	72.0%	14	28.0%		0.0%	50	100.0%
2022	33	55.0%	25	41.7%	2	3.3%	60	100.0%
<b>NKN</b>	<b>83</b>	<b>56.5%</b>	<b>63</b>	<b>42.9%</b>	<b>1</b>	<b>0.7%</b>	<b>147</b>	<b>100.0%</b>
2018	6	54.5%	5	45.5%		0.0%	11	100.0%
2019	5	50.0%	5	50.0%		0.0%	10	100.0%
2020	25	53.2%	22	46.8%		0.0%	47	100.0%
2021	24	61.5%	15	38.5%		0.0%	39	100.0%
2022	23	57.5%	16	40.0%	1	2.5%	40	100.0%
<b>Nestucca</b>	<b>66</b>	<b>59.5%</b>	<b>45</b>	<b>40.5%</b>		<b>0.0%</b>	<b>111</b>	<b>100.0%</b>
2018	7	43.8%	9	56.3%		0.0%	16	100.0%
2019	14	66.7%	7	33.3%		0.0%	21	100.0%
2020	25	55.6%	20	44.4%		0.0%	45	100.0%
2021	15	83.3%	3	16.7%		0.0%	18	100.0%
2022	5	45.5%	6	54.5%		0.0%	11	100.0%
<b>Other</b>	<b>3</b>	<b>100.0%</b>	<b>0.0%</b>			<b>0.0%</b>	<b>3</b>	<b>100.0%</b>
2020	2	100.0%	0.0%			0.0%	2	100.0%
2022	1	100.0%	0.0%			0.0%	1	100.0%
<b>Grand Total</b>	<b>315</b>	<b>63.4%</b>	<b>177</b>	<b>35.6%</b>	<b>5</b>	<b>1.0%</b>	<b>497</b>	<b>100.0%</b>

**Analysis:**

Similar to Dual Credit students there are far greater numbers of females than males enrolled in Expanded Options courses. Again, the same concern exists regarding how students are selected and/or given permission by the high school to enroll in Expanded Options courses. More research into this is necessary to understand the complexity of this issue within the high schools.

Of note, concerning Expanded Options, the high schools elect whether to fund a student fully to take EOP courses at the college. We have seen at the college schools will determine who they are funding fully or partially, often based on free and reduced meal plans. Once goal this next year is to work with school districts to fund any student as long as funds are available and ensure there is equity between the three high schools. For example, currently the EOP policy for who can take EOP courses and those that receive funding support are very different at each high school. It would be more equitable to have the same policy at all three.

**3.3 Expanded Options Enrollment by Race/Ethnicity**

Row Labels	White		Latinx		Other identities		Unknown		Total n
	n	%	n	%	n	%	n	%	
<b>TSD9</b>	<b>162</b>	<b>68.6%</b>	<b>48</b>	<b>20.3%</b>	<b>22</b>	<b>9.3%</b>	<b>4</b>	<b>1.7%</b>	<b>236</b>
2018	28	75.7%	3	8.1%	5	13.5%	1	2.7%	37
2019	23	67.6%	7	20.6%	4	11.8%		0.0%	34
2020	36	65.5%	14	25.5%	3	5.5%	2	3.6%	55
2021	34	68.0%	12	24.0%	4	8.0%		0.0%	50
2022	41	68.3%	12	20.0%	6	10.0%	1	1.7%	60
<b>Nea-Kah-Nie</b>	<b>120</b>	<b>81.6%</b>	<b>11</b>	<b>7.5%</b>	<b>16</b>	<b>10.9%</b>		<b>0.0%</b>	<b>147</b>
218	9	81.8%		0.0%	2	18.2%		0.0%	11
2019	8	80.0%		0.0%	2	20.0%		0.0%	10
2020	38	80.9%	3	6.4%	6	12.8%		0.0%	47
2021	34	87.2%	2	5.1%	3	7.7%		0.0%	39
2022	31	77.5%	6	15.0%	3	7.5%		0.0%	40
<b>Nestucca</b>	<b>76</b>	<b>68.5%</b>	<b>22</b>	<b>19.8%</b>	<b>11</b>	<b>9.9%</b>	<b>2</b>	<b>1.8%</b>	<b>111</b>
2018	12	75.0%	1	6.3%	3	18.8%		0.0%	16
2019	15	71.4%	6	28.6%		0.0%		0.0%	21
2020	29	64.4%	10	22.2%	5	11.1%	1	2.2%	45
2021	12	66.7%	3	16.7%	2	11.1%	1	5.6%	18
2022	8	72.7%	2	18.2%	1	9.1%		0.0%	11
<b>Other</b>	<b>2</b>	<b>66.7%</b>	<b>1</b>	<b>33.3%</b>		<b>0.0%</b>		<b>0.0%</b>	<b>3</b>
2020	2	100.0%		0.0%		0.0%		0.0%	2
2022		0.0%	1	100.0%		0.0%		0.0%	1
<b>Grand Total</b>	<b>360</b>	<b>72.4%</b>	<b>82</b>	<b>16.5%</b>	<b>49</b>	<b>9.9%</b>	<b>6</b>	<b>1.2%</b>	<b>497</b>

**Analysis:**

As with Dual Credit, a trend of low enrollment of diverse students is evident with Expanded Options. High schools determine approval to take these courses when they are funded by them. It would be interesting to see if there is a difference between those that are funded by the high school and those that enroll on their own through self-pay.

#### **4.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

##### **4.1 What are the strengths of your program as indicated in the above data?**

Accelerated Learning Programs provide opportunities for early college credit. Barriers to college access through these programs *should* be minimal or nonexistent by definition of these programs. If a student truly has the ability to commit to a more rigorous course of study they should be given the opportunity to take early college credit courses. Giving equitable access to all students removes barriers and has proven to narrow or remove equity gaps. In many states, the majority of high school students are already college students before they graduate high school, and this trend shows no signs of slowing down. For example, in Oregon, the average number of college credits earned via dual enrollment increased from 6.8 in 2010-2011 to 10.4 in 2017-2018.

4.1a Enrollment in Expanded Options courses by LatinX students have steadily increased for all three high schools. Both THS and NHS saw a slight dip during the pandemic, and NHS seems to be rebounding much more quickly than THS. This difference may be, in part, to the size difference between the two schools with THS as the largest and NHS the smallest, and even small changes with enrollment at NHS would have a large impact.

##### **4.2 What are the weaknesses of your program as indicated in the above data?**

4.2a There are nuances that are difficult to explain such as why LatinX student enrollment is low. While we can postulate the reasons, this needs much more intrusive investigation to better understand. This kind of data may be difficult due to access due to inherent restrictions on current data sharing practices with the high schools. Additionally, this goes beyond tangible data. We must better understand, and be a part of, the recruitment and promotional strategies that the high school counselors and teachers use to enroll students into accelerated credits. How are these students selected and encouraged to enroll?

4.2b There are currently two types of Expanded Options for students and it may be difficult to drill down data to determine if there are significant differences. For example, TBCC faculty have taught courses at the high school as a 1 time offering (i.e., Criminal Justice for 1 term), and two other faculty taught at THS and NHS in a long-term model (i.e., Math and Writing respectively), so they were much more like Dual Credit. The second model is students that directly enroll at the college. Each of these may have very different experiences and therefore may be difficult to understand the nuances between them.

##### **4.3 What are the opportunities for your program as indicated in the above data?**

4.3a We have an opportunity to better understand the high school to college pipeline and how this is facilitated. Relationships with our high school partners has positively increased over the past year to include sharing of some data with us, increasing Dual Credit General Education course offerings, and instructors.

4.3b Continued collaboration and developing a data sharing plan will provide more opportunity to work with our high school partners to develop a plan for reaching underserved populations, to include students of color, male students as well as students with disabilities, low income and first generation. In addition, developing a plan for intentionally supporting them at the high school and the college.

##### **4.4 Known challenges that exist for your program?**

4.4a We currently know that students are enrolling in Dual Credit courses out of interest rather than towards a specific academic program or CTE program of study. For example, Welding courses are very popular and the instructor encourages all of their students to enroll in Dual Credit. However, not all of these students are planning to transfer to college after high school or do not have a clear academic and career plan that would guide them in the courses they should take. We are beginning to work with the high school counselors on better understanding the intent of their students prior to enrolling in these courses. Beginning in 2023-2024 the TBCC advising team will

be working intentionally with high school students interested in college to ensure that 1) they are enrolling in appropriate Dual Credit classes according to a program map so that when they transfer to the college it will be seamless. In addition, for all high school students the advising team will work with them in their junior/senior years to help them plan for college and guide them to complete necessary steps in a timely manner (i.e., FAFSA/ORSAA completion, Oregon Promise application, etc.).

**4.4b** In addition to the above we know the high schools are not currently offering many Dual Credit courses that would be more beneficial to students on a college pathway. For example, English options for both juniors and seniors, History, Art, Music, etc. Ideally more Social Science and Arts & Letters options will be planned for the 2024-2025 year. These course offerings will be guided by full Dual Credit program maps crafted from TBCC full program maps. The goal will be to have Dual Credit students be able to complete, at a minimum, their first year of college by the time they graduate high school. In order to do this the right course mix will need to be offered in the high schools and supplemented with Expanded Options with full financial support by the high schools.

**5.0 Program Goals (five year cycle)** - In alignment with the Higher Education Coordinating Commission and Oregon Department of Education

**5.1a** Develop a process that ensures intentional alignment of accelerated credits/courses with college pathways and plans for all college-bound high school students. This must include providing strong *advising* structures with tools, supports, and information to help students develop their individual career and education plans. In addition, develop a mechanism in which parents/guardians receive clear information about how accelerated college credit fits into a student's college plan.

**5.1b** Ensure that college credits earned count towards degree and certificates.

**5.1c** Develop a process to ensure that our Accelerated Learning Programs are focused on equity outcomes to reduce disparities in access and success. In order to achieve this goal our partners must collaborate and agree to use data and evidence of student success to guide program improvements with the purpose of changing and improving equity outcomes.

**6.0 Student Services Service Area Outcomes 1.1.1** - An improved relationship with high school counselors will produce better communication and collaboration and will increase high school to college transition.

**6.1** Action Plan for 2023-2024

- a. Schedule regular meetings each term with high school counselors to continuing building rapport, also with the Success Coaches.
- b. Finalize program maps for high school students pursuing early college credit through Accelerated Learning programs, including Dual Credit and Expanded Options.
- c. Success Coaches, in collaboration with high school counselors, to advise students at each high school and at strategically planned timeframes each term.
- d. Schedule Dual Credit information sessions for LatinX families to include materials in Spanish.

## **7.0 Executive Summary**

As this review demonstrates, there has been good work happening with our Accelerated Learning Programs through Dual Credit and Expanded Options. Opportunities have also been identified that can more intentionally support students, reduce early credit program barriers, and increase equity. Important findings show:

- Dual Credit and Expanded Options continue to grow and expand with more students, instructors and course offerings.

- Female students far exceed male students enrolling in early college credit.
- LatinX student enrollment has increased there is still and wide gap between White student enrollment and LatinX student enrollment in both Dual Credit and Expanded Options.
- Our course offerings have increased, however, courses that fulfill General Education requirements for degrees and certificates are not. These courses are good options for completing requirements for a college credential and high school graduation requirements.
- A coordinated and shared purpose and outcome between the high schools and TBCC is needed. This work has begun and will be strengthened over the next year.
- Students are not being intentional in the courses they are selecting for college credit and high schools plan Dual Credit courses based on instructor load, interest, and availability. Program maps are being created and collaboration is underway to offer specific courses during specific terms. This planning will help schools better understand and plan for Dual Credit offerings and assist students in selecting the right courses at the right time.

## **8.0 Vice President of Instruction & Student Services Program Review Summary Page**