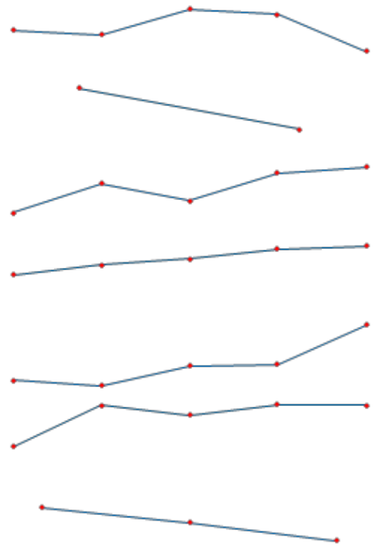
Mission Fulfillment 2023-2024

77.8% Rate Achieved

		2023-2024	(2022-2023)	Threshold	Trend
Exceptional Student Experience	Conversion Rate	46.2%	56.0%	>=65%: Green, 55% - 65%: Yellow, < 55%: Red	
	Student Belonging	48.0%	53.0%	>60%: Green, 60% - 46%: Yellow, < 46%: Red	
Educational Excellence & Workforce Development	Fall to Winter Persistence	76.0%	74.4%	>72%: Green, 72% - 68%: Yellow, < 68%: Red	
	Fall to Fall Retention - Full-time	52.4%	49.3%	>54.5%: Green, 54.5% - 44.1%: Yellow, < 44.1%: Red	
	Fall to Fall Retention - Part-time	42.5%	27.8%	>35.1%: Green, 35.1% - 20.5%: Yellow, < 20.5%: Red	
	Award Completion Rate - Full-time	26.1%	26.3%	>39.0%: Green, 39.0% - 22.4%: Yellow, < 22.3%: Red	
	Transfer Rate	17.0%		>29.1%: Green, 29.0% - 15.1%: Yellow, < 15.0%: Red	
Employee Experience & Organizational Health	Employee Engagement	4.0%	-2.0%	>30%: Green, 30% - 1%: Yellow, < 1%: Red	
Community Engagement & Awareness	Diverse Enrollment			Green: increased total enrollment & increased enrollment of priority populations; Yellow: either no increase in total enrollment OR no increased enrollment of every priority population; Red: no increase in total enrollment & no increased enrollment of every priority population	
Equity & Inclusion	Equity Lens- in development in 2023-2024				

TBCC uses both peer comparator and trend data to set thresholds for the Educational Excellence measures. Five year trend data was graphed for persistence, retention, completion and transfer rates over multiple year and compared with that of peer colleges. Thresholds (achieved, minimally achieved, and not achieved) were determined by calculating one standard deviation above and below the five-year mean for each metric. In this way, thresholds were tied to past performance. Also, once mission fulfillment is determined, performance is directly compared to peer colleges. While TBCC may see improvement in an individual metric, peer colleges may have improved as well, so this context is key.

1 Exceptional Student Experience - Year 2

7/1/2023 - 7/1/2024

In Progress

3 GOALS **4** OUTCOMES **2** MEASURES **0** TARGETS **0** FINDINGS **0** ATTACHMENTS

Project	Progress
1 **Initiative** Strengthen Student Onboarding Provide guidance and resources to support students in the entry and onboarding process.	
1.1 Communication: Develop a strategic communication plan to facilitate the use of new methods of communicating with students. (Rhoda) Adding texting and online academic planning	1.1.1 In Progress In 23/24 we employed a contractor to conduct meetings with all student facing departments to compile a list of the information we convey to students and the methods currently in use. After collecting the data, the project stalled but will be continued in the 24/25 year.

Project	Progress
2 **Initiative** Provide Equitable Student Support Define and create equitable support for students reflective of their needs.	

Project	Progress
2.1 Student Engagement: Implement engagement opportunities and align grant funds to support the enrollment of specific populations (I'm first, RISE etc.) (Rhoda)	
2.2 I'm First (Rhoda) A program for first gen students	2.2.1 In Progress In 23/24, we utilized grant funding to roll out two new student support programs : GED to Degree and First Gen. Both programs provide mentoring, connection with a cohort of peers, and with financial support to underserved students. These programs supported over 60 students in 23/24 and we anticipate participation doubling in 24/25.

Project	Progress
3 **Initiative** Deliver Responsive Student Engagement Opportunities Create equitable, innovative, and responsive student engagement opportunities.	
3.1 Pathways to citizenship programs: develop and implement a program to support students in becoming citizens. (Postpone to 2024-2025)	

2 Educational Excellence & Workforce Development - Year 2

7/1/2023 - 7/1/2024

Internal Review

4 GOALS **9** OUTCOMES **10** MEASURES **0** TARGETS **0** FINDINGS **0** ATTACHMENTS

Project	Progress
1 **Initiative** Implement Learning Communities Build communities that increase student belonging and engagement, increase student support and that engage employers and the community in our work.	
1.1 Learning Communities: Redesign onboarding activities around learning communities and build engagement opportunities for students (including faculty participation/role), tracking participation and evaluating impact. (Selena) Develop and Implement new Online New Student Orientation and in-person Orientation that includes Learning Community components; implement Learning Community events throughout the academic year.	1.1.1 New Student Orientation - Complete In 2023/24 we redesigned new student onboarding, splitting the outcomes into 4 activities tailored to students' education/career goals: a.) an initial meeting with the student and Success Coach , b.) an online New Student Orientation Course, delivered in Canvas, c.) a 3 hour in-person orientation, and d.) a series of just in time communications spread out over the students first term in college to help the student understand expectations and feel supported. Although we will continue to update/improve NSO, we will not carry the project forward.
	1.1.2 Learning Communities Implementation - in Progress While the Student Services team continued offering New Student Orientation and engagement activities specific to each Learning

Project	Progress
	community in 23/24, we made little progress on integrating the office of Instruction and faculty into the process. The project will roll over to 24/25, with a focus on connecting faculty to this project.

Project	Progress
2 **Initiative** Increase Internships and Job Experiences Develop more work-based learning experiences for TBCC students regardless of degree and program.	
2.1 Tillamook Works: Transition Tillamook Works from a supervisory role to a participating/served client . (Selena) We are now a served client of Tillamook WORKs.	2.1.1 Move to an SAO in Instruction in 2024-2025
2.2 Increase internship opportunities for students like O.S.O. (Selena) Paid internships in which students learn essential industry skills and work alongside others in their future career field with a mentor that supports them.	2.2.1 2.2.2 Move to an SAO in Instruction in 2024-2025

Project	Progress
3 **Initiative** Advance Local Business Growth Serve Tillamook County by continuing to grow as an economic driver and workforce development engine.	

Project	Progress
3.1 Healthcare Education Building Project (Jason & Paul)	3.1.1 In Progress During the 2023-2024 period, the Healthcare Education Building Project saw significant progress. Small groups collaborated to generate design ideas, and the design phase was successfully completed. Necessary documents and drawings were drafted and finalized, followed by the bidding process. A general contractor was selected, and local city and county permits were submitted and approved. The project is now underway, having started in June 2024.
3.2 Nursing Healthcare Pathways Development (Paul) Review existing healthcare programs to identify areas of growth or reduction. In particular, secure all necessary approvals to be able to offer Associate of Applied Science in Nursing. In addition, secure equipment and supplies in preparation of first cohort.	3.2.1 Complete In June 2023, TBCC received approval form the Oregon State Board of Nursing to recruit and admit a cohort of students (16) for the inaugural class of AAS in Nursing. Curriculum was developed and implemented and TBCC admitted 17 students to start Winter 2024. Of the 17 students that started, 15 are currently enrolled to begin the second year of the program which commences Fall 2024. During AY 23-24, recruitment also began for the second cohort of first year students, which will begin their studies Winter term 2025.
3.3 CIT building remodel (Paul & Sherry) Work with Wenaha and Opsis to use EDA grant funds to remodel purchased property to become Center for Industrial Technology. This	3.3.1 In Progress For the CIT Building Remodel, work groups were formed to develop programs that will assist local industry. A design was finalized, and all

Project	Progress
facility will house educational programs in Apprenticeship, Manufacturing/Machining, and Welding and Fabrication.	necessary documents and drawings were completed. The project is expected to go out to bid in late 2024.
3.4 TEC Strategic Planning - including program demand gap analysis	3.4.1 In Progress During AY 23-24, Tillamook Education Consortium engaged in Strategic Planning to create a unified approach to Career Technical Education across High Schools and TBCC. To that end, we were awarded a multiyear planning grant from Future Ready Oregon to develop and implement the plan. In AY 23-24, the plan was developed with input from TEC members as well as county-wide business and industry. For AY 24-25, we are prioritizing implementation of the plan, as well as seeking capital funding for development of a CTE Regional Training Center. TBCC and TEC have been working to complete a Program Demand Gap Analysis that identifies opportunities to grow and develop training programs that may lead to living wage jobs for our community. TBCC contracted with Lightcast (formerly EMSI) to facilitate the work. I have attached the Executive Summaries of the study. For AY 24-25, we will work on identifying opportunities for investment.

Project	Progress
4 **Initiative** Broaden Assessment Efforts	

Project	Progress
4.1 Credit for Prior Learning – Develop policies and procedures to award TBCC credit for student's prior work and learning experiences (Paul/Rhoda) Develop policies and procedures to award TBCC credit for student's prior work and learning experiences and identify courses and assessments suitable for CPL.	4.1.1 In Progress CPL Policy and AR have been revised and will be implemented in the near future. 42 courses have been identified as suitable for CPL evaluation. 26 of the courses have been submitted and programmed into Canvas (62% of courses) as well as info about specific CLEP and Industry Recognized Credential Codes (IRC). Received another three assessments, but they need a lot of work. The remaining courses (13 - DeGraffenreid, Elliott, Meyer) have given outlines but not actual assessments. Work will continue to refine assessments. Marketing, web presence, policy changes (if any), and Success Coach training will happen over the summer.
4.2 Outcomes Assessment: Continue development and refinement of Student Learning Outcomes (Sarah)	

3 Employee Experience and Organizational Health - Year 2

7/1/2023 - 7/1/2024

In Progress

3 GOALS **5** OUTCOMES **5** MEASURES **0** TARGETS **0** FINDINGS **0** ATTACHMENTS

Project	Progress
1 **Initiative** Streamline and Standardize Roles and Processes Review processes and develop how-to guides for departments, positions, and key processes that streamline workflows and ensure sustainability and continuity.	
1.1 Lean Audit: Conduct an audit of the shared work of the Business Office and Financial Aid (Eileen & Rhoda & Shari)	1.1.1 Postpone to 2024-2025
1.2 Documentation: Develop manuals and process documentation across the College (Kylie)	1.2.1 Postponed to 2024-2025 While individuals and teams have engaged in developing manuals and documenting their work, Leadership has recognized that this process needs to be individualized to the work of the team and the specific role of the employee. So in 2024-2025 this project will move to each supervisor to manage for their staff members.

Project	Progress
2 **Initiative** Improve Employee Experience: Utilize employee experience data and best practices research to improve TBCC's employee experience. (Ross)	
2.1 Employee Engagement Committee: institutionalize the group by establishing scope of work and how this work fits within our governance structure	2.1.1 Complete This committee has been established a a college-wide committee and participates by providing feedback on employee engagement activities and surveys.
2.2 Compensation Study: Evaluate and communicate the results of the Employee Compensation Study (Paul)	2.2.1 Phase I: Complete The College conducted a compensation study with outside consulting from Portland State University's Center for Public Service. As a result of this work, salaries were adjusted for eight positions, resulting in the increase in compensation for 11 employees, to within 5% of the median. The Faculty pay scale was also adjusted to decrease the disparity between instructors at the minimum level of qualifications which impacted five full-time faculty.

Project	Progress
3 **Initiative** Grow our Capabilities Determine and provide key opportunities for professional growth and development for faculty and staff.	

Project	Progress
3.1 Professional Development: review policy/AR around professional development, both the structure, resource amounts and current use (Ross)	3.1.1 Complete Professional development policy and administrative reviews were revised and the process was made easier for employees to access. Also, the total amount available for staff professional development was increased from $15,000 to $20,000, and each staff member has access to up to $1,000 annually.

4 Community Engagement and Awareness - Year 2

7/1/2023 - 7/1/2024

In Progress

3 GOALS **4** OUTCOMES **5** MEASURES **0** TARGETS **0** FINDINGS **0** ATTACHMENTS

Project	Progress
1 **Initiative** Build Partnerships Build relationships and partnerships throughout Tillamook County to provide expanded opportunities for students.	
1.1 Healthcare resources: Develop resources to support program implementation in the Healthcare Building (Britta) Though this will primarily be focused on Allied Healthcare programs, a significant effort will also be made toward resource development efforts for CTE and apprenticeship.	1.1.1 In Progress Summary: This fundraising project is a contingency in case costs for the project outweigh what has been budgeted. If there is a shortfall, the foundation will fundraise to fill it. $44,422 raised in 2023-2024.
1.2 Hispanic/Latinx community: Develop a comprehensive approach to serving the Latinx community through relationship building, reviewing our processes and structures, developing a dual language strategy and the guidance of Latinx Advisory Committee (Hold to Year 3)	1.2.1 Postpone to 2024-2025 In 23/24, we recruited diverse/bilingual employees to fill strategic positions on campus including four tutor/mentors, the Evening Facilities Specialist and the Student Services Support Specialist . In addition to their duties on campus, these new employees partner with the Resource Navigator to participate in community events within the Latinx community representing TBCC, sharing information on available programs and inviting the participants to the campus.

Project	Progress
2 **Initiative** Connect and Convene Connect and convene the community to come together to address issues that create barriers for students.	

Project	Progress
3 **Initiative** Be Present in Tillamook County Schools Connect and build relationships with K-12 staff and students, their caregivers and families to raise awareness of the value of TBCC.	
3.1 CTE Pathways: Build better articulated pathways for CTE (Sherry)	3.1.1 In progress
	3.1.2 In Progress No documented progress was made here in 2023-2024. This project will move to the Priority 2: Expand Accelerated Learning Strategies in 2024-2025.
3.2 High School Engagement: Develop and implement strategic engagement opportunities in High Schools through relationship building with K-12 administrators (Paul)	3.2.1 In Progress The Tillamook Education Consortium continues to work toward building improved relationships among the systems to build the pathway and ease students' transition from high school to college. In 2023-2024 this included

Project	Progress
	facilitating monthly meetings among the principles at the local high schools . College executives also facilitated monthly meetings among school superintendents to facilitate better relationships among college and high school counselors and advisors. This improved engagement is designed to promote increased rates of dual enrollment and FAFSA completion.

5 Equity & Inclusion - Year 2

7/1/2023 - 7/1/2024

Internal Review

2 GOALS **4** OUTCOMES **4** MEASURES **0** TARGETS **0** FINDINGS **0** ATTACHMENTS

Project	Progress
1 **Initiative** Apply our Equity Lens Embed the equity lens process based on the existing three-year lens implementation plan	
1.1 Equity Lens: Design and implement process for policy reviews using Equity Lens (Erin)	1.1.1 Phase I: Development and Implementation Complete The process for recommending an issue for an equity lens review has been built and approved by Leadership Team and College Council. It has also been presented to the Board of Education. We have a SharePoint site that described that process as well as providing educational materials on conducting an equity lens review. Where the work slowed down was in actually conducting reviews. There were two issues recommended for review. One issue concerned accessibility of the new building and due to time constraints Equity Committee members participated in building and plaza design process rather than conduct a separate review. The second issue raised was around making health insurance more equitable. This project may move forward in the future. An Equity Lens workshop was offered to the Board of Education and six of seven Board members attended. This training was well received and will continue during the Board Retreat in September 2024. An evaluation of the implementation was not

Project	Progress
	conducted. this needs to occur in 2024-2025 - or an alternative equity measure should be developed.
1.2 Capacity: Build our capacity to do equity work through contracting or hiring (Hold for 2024-2025)	1.2.1 Planned for 2024-2025 We were unable to hire for this position, which was subsequently eliminated in the 2023-2024 Adopted Budget. Depending on funding levels, we should consider adding this position.
1.3 Curriculum: Create an Equity Lens curriculum in Canvas (Requires Increased Capacity)	1.3.1 Planned for 2024-2025 An equity curriculum was not created due to limited staff capacity. An equity lens curriculum was provided through a workshop format to the Board of Education and will be provided to the College Leadership Team in the fall of 2024. But if we developed the curriculum using Canvas, we could reach a wider audience. This is planned work when a DEI Director is hired.

Project	Progress
2 **Initiative** Community Education and Engagement Develop a comprehensive plan for community education and engagement to increase understanding of equity and inclusion principles and practices	

Project	Progress
2.1 Community Equity Education: Identify and implement events to increase understanding (Requires Increased Capacity)	2.1.1 Planned for 2024-2025 This work will occur once the DEI Director position is filled and there is a needs assessment conducted to determine the immediate needs of the College around training and education.