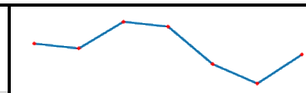
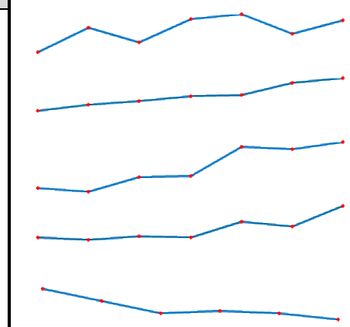
Mission Fulfillment 2025-2026

87.5% Rate Achieved

		2025-2026	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	Threshold	Trend
Exceptional Student Experience	Conversion Rate: Percent of applicants to TBCC who are enrolled at the 4th week.	48.7%	41.1%	46.2%	56.0%	57.1%	50.4%	51.6%	>=65%: Green, 55% - 65%: Yellow, < 55%: Red	
	*Student Belonging: Percent of new students showing increased sense of belonging			53.0%					>60%: Green, 60% - 46%: Yellow, < 46%: Red	
Educational Excellence & Workforce Development	Fall to Winter Persistence: Percent of new students in fall returning in winter term	74.0%	70.0%	76.0%	74.4%	62.2%	67.6%	61.8%	>72%: Green, 72% - 68%: Yellow, < 68%: Red	
	Fall to Fall Retention - Full-time: Percent of new full-time students in fall term returning the following fall term	62.3%	59.7%	52.4%	49.3%	48.0%	46.0%	42.7%	>54.5%: Green, 54.5% - 44.1%: Yellow, < 44.1%: Red	
	Fall to Fall Retention - Part-time: Percent of new part-time students in fall term returning the following fall term	44.9%	41.6%	42.5%	27.8%	28.6%	21.9%	23.6%	>35.1%: Green, 35.1% - 20.5%: Yellow, < 20.5%: Red	
	Award Completion Rate - Full-time: Percent of full-time students completing a certificate or degree within 3 years.	41.7%	31.6%	33.8%	26.1%	26.3%	24.5%	26.1%	>39.0%: Green, 39.0% - 22.4%: Yellow, < 22.3%: Red	
	Transfer Rate: Percent of new students who transfer within 3 years.	16.1%	17.6%	17.0%	21.0%	24.5%			>29.1%: Green, 29.0% - 15.1%: Yellow, < 15.0%: Red	
Employee Experience & Organizational Health	Employee Engagement: Employee Net Promoter Score	6.0%	37.0%	4.0%	-2.0%				>30%: Green, 30% - 1%: Yellow, < 1%: Red	
Community Engagement & Awareness	Diverse Enrollment: Increased number of students from priority populations as well as increased enrollment overall.								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	2025-2026: New wayfinding standards established with construction and remodel of AHS and CIT. Code compliance, safety adjacent and room ID signs in Spanish and English. Addressed community food insecurity through campus food pantry. Surveyed Tillamook County residents to determine most inclusive and respectful identity terminology for Hispanic/Latino community members. Continued community outreach and relationship building through Pride celebration and Hispanic heritage celebration.									

* The Student Belonging measure has been phased out due to challenges with collecting pre-post surveys from a small cohort of 'new to TBCC' students. Interpretation of these data were limited and failed to inform success coach interventions.

TBCC uses both peer comparator and trend data to set thresholds for the Educational Excellence measures. Five year trend data were graphed for persistence, retention, completion and transfer rates over multiple years 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 4

7/1/2025 - 7/1/2026

Completed

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

1 **Initiative**
Becoming Career Centered (Rhoda & Kellie)
Integrate career development and workforce connections throughout the student experience.

1.1 **Project**
Develop and Implement Intervention Model
Develop and implement a career-informed intervention model that integrates career exploration, labor market information, and workforce connections throughout the student experience.

Action Plan

Action Item 1	Created	Due	Status
Share relevant data and facilitate information sessions for coaches and Financial Aid staff to build a shared understanding and guide next steps.	1/29/2026	6/30/2026	Complete

Action Item 2	Created	Due	Status
Coordinate meetings with the contractor to facilitate realistic discussions and role-play opportunities for effectively communicating career and income information to students.	1/29/2026	6/30/2026	Complete

1.1.1 **Progress**
Our contractor made 2 visits to TBCC over the year to meet with the coaches. The goals included - Develop a consistent career advising process, including common tools/resources/strategies for similar presenting student needs. 2) Discuss approaches—and increase coaches' comfort level—to some challenging career advising scenarios. 3) Review the current Career Education Plan (CEP) to look for ways to improve the document and process with students. As a result: I'm happy to report that goals (1) and (2) were accomplished; you'll see those outcomes reflected in the documents referred to below. Goal (3) was not completed, due to so much time on other important topics. However, after the Success Coach team reviews the attached "Career Advising" documents, that content will likely inform what should be included in the next version of the CEP.

1.2 **Project**
Design the Student Services physical space to best support serving students
Create iteration 1 of the TBCC Career Center

Action Plan

Action Item	Created	Due	Status
Action Item 1 Move Success Coaches into a shared Student Services space to promote collaboration and student access.	1/29/2026	3/1/2026	In Progress
Action Item 2 Relocate the Student Services Support Specialist to manage the shared space, provide a welcoming presence, and support students with FAFSA and application assistance.- updated to welcome desk with the loss of the SSSS	1/29/2026	3/31/2026	In Progress
Action Item 3 Create a welcoming area where students can comfortably wait and feel supported, including furniture, snacks, etc.	1/29/2026	6/30/2026	In Progress

1.2.1 **Progress**

We are still in the planning stages for the new career center. We are researching feasibility of facility updates prior to creating the new space. Expected time- summer/fall of 2026TBCC is currently in the planning and design phase for its Career Center. This work includes assessing facility needs, evaluating the feasibility of space renovations, defining services, and developing the operational model. Facility updates are anticipated to begin in Summer/Fall 2026, with the initial Career Center iteration launching as renovations and implementation are completed.

1.3 **Project**

Identify and implement software to support career exploration

Evaluate, select, and implement a career exploration platform that provides students with accessible tools for career assessments, occupational research, labor market information, educational planning, and career pathway exploration

Action Plan

Action Item	Created	Due	Status
Action Item 1 Update CG courses to align with and utilize the agreed-upon software.	1/29/2026	6/30/2026	Planned
Action Item 2 Work with marketing to update the website to reflect the agreed-upon software and career sites.	1/29/2026	6/30/2026	Planned

1.3.1 **Progress**
Success Coaches have reached consensus on a standard set of career planning tools for use with students. These resources have not yet been added to the Career Advising website or incorporated into the College Success (CG) course(s), which will be completed in the next implementation phase.

2 **Initiative**
Deliver Responsive Student Engagement Opportunities
Create equitable, innovative, and responsive student engagement opportunities.

2 Educational Excellence & Workforce Development - Year 4

7/1/2025 - 7/1/2026

Completed

4 GOALS **8** OUTCOMES **8** MEASURES **0** TARGETS **0** FINDINGS **0** ATTACHMENTS

1 **Initiative**
Invest in Campus Growth
Plan for, invest in, and manage sustainable campus growth that supports the academic needs of students, the College, and community.

1.1 **Project**
Administration Health Sciences Building(Jason)

1.1.1 **Progress**
The Administration and Health Sciences Building was completed in the spring of 2026. Administrators moved in, January 2026 and classes were offered in spring 2026.

1.2 **Project**
CIT building remodel (Jason)
Work with Wenaha and Opsis to use EDA grant funds to remodel purchased property to become Center for Industrial Technology. This facility will house educational programs in Apprenticeship, Manufacturing/Machining, and Welding and Fabrication.

1.2.1 **Progress**
The CIT remodel was completed in the spring of 2026 and classes will be offered there in the fall of 2026-2027.

2 Initiative

Expand Accelerated Learning Strategies

Develop, enhance, and align alternative options to gaining TBCC credits towards a credential, including dual credit options.

2.1 Project

Credit for Prior Learning – Develop policies and procedures to award TBCC credit for student's prior work and learning experiences (Michael)

Develop policies and procedures to award TBCC credit for student's prior work and learning experiences and identify courses and assessments suitable for CPL.

Action Plan

	Created	Due	Status
Action Item 1 Action Step 1: Research & Benchmarking - Review state policy and accreditor guidance regarding CPL. - Benchmark practices from peer community colleges. - Identify allowable CPL categories (e.g., military, certifications, portfolio review, challenge exams).	1/29/2026		Complete
Action Item 2 Action Step 2: Policy Development - Draft institutional CPL policy outlining eligibility, documentation standards, and approval authority. - Define academic quality controls and faculty review processes. - Clarify transcript notation and financial aid considerations.	2/26/2026		Planned
Action Item 3 Action Step 3: Procedure & Workflow Design - Develop standardized submission and evaluation procedures. - Establish review committees or faculty approval mechanisms. - Coordinate with Registrar, Financial Aid, and Advising to ensure compliance.	2/26/2026		Planned
Action Item 4 Action Step 4: Implementation & Communication - Present policy for governance approval. - Train faculty and staff on procedures. - Communicate availability of CPL options to students and community partners.	2/26/2026		Planned
Action Item 5 Action Step 5: Evaluation & Continuous Improvement - Track number of CPL awards. - Monitor impact on time to completion. - Review annually for policy effectiveness and equity impact.	2/26/2026		Planned

2.1.1 **Progress**
This project will continue in 2026-2027.

2.2 **Project**
Dual Credit Evaluation & Alignment (Michael & Eileen)
Strengthen TBCC's high school-based college credit programs in alignment with state standards, accreditation requirements, and the college's Rural Guided Pathways (RGP) priorities by applying the DEEP Framework as a Planning and Evaluation tool.

Action Plan

Action Item 1 Data Sharing	Created 4/20/2026	Due 9/15/2026	Status In Progress
Action Item 2 MOU's	Created 4/20/2026	Due 9/15/2026	Status In Progress
Action Item 3 Strengthening Partnerships	Created 4/20/2026	Due 9/15/2026	Status In Progress
Action Item 4 Creating Mentoring Opportunities	Created 4/20/2026	Due 9/15/2026	Status In Progress
Action Item 5 Scheduling PD's	Created 4/20/2026	Due 9/15/2026	Status In Progress
Action Item 6 Listening Sessions with DC Instructors and Mentors	Created 4/20/2026	Due 6/30/2026	Status Complete
Action Item 7 Revise the rubric for DC instructor qualifications	Created 4/20/2026	Due 8/31/2026	Status In Progress
Action Item 8 Examine pay instructor and qualifications	Created 4/20/2026	Due 6/30/2026	Status Complete

2.2.1 **Progress**
This project will continue in 2026-2027.

3 Initiative

Evolve Foundational Learning Pathways

Expand and enhance corequisite models in math and writing to ensure all students have access to college-level coursework with embedded support

3.1 Project

Redesign of Corequisite Course Instruction (Michael)

The Redesign of Corequisite Course Instruction initiative aims to improve student success in gateway Mathematics and Writing courses by restructuring instructional models to better integrate academic support with credit-bearing coursework. This project aligns with the strategic priority to evolve educational learning pathways by strengthening progression through foundational coursework, reducing attrition, and increasing equitable access to degree completion. The redesign includes review of existing corequisite models, faculty collaboration to refine instructional practices, alignment with learning outcomes, and evaluation of student success data to inform continuous improvement.

Action Plan

Action Item 1 Action Step 1: Review & Data Analysis (complete but ongoing) -Analyze pass rates, retention, and completion data for current corequisite courses. -Identify equity gaps and performance trends.	**Created** 2/26/2026	**Due**	**Status** Complete
Action Item 2 Action Step 2: Faculty Engagement & Model Redesign - Convene Math and Writing faculty to evaluate current structures. - Identify areas of instructional friction and workload imbalance. - Develop revised instructional models and course structures.	**Created** 2/26/2026	**Due**	**Status** In Progress
Action Item 3 Action Step 3: Implementation Planning - Align revised models with CLOs and program outcomes. - Adjust scheduling structures as needed. - Develop faculty support resources and training.	**Created** 2/26/2026	**Due**	**Status** Complete
Action Item 4 Action Step 4: Evaluation & Continuous Improvement - Monitor student performance after implementation. - Collect faculty feedback. - Revise model based on data findings	**Created** 2/26/2026	**Due**	**Status** In Progress

3.1.1 Progress

This project will continue in 2026-2027.

4 Initiative
Modernize Curriculum Pathways for Workforce and Degree Success

4.1 Project
Curriculum Data & Systems Alignment Project (Rachelle)

The Curriculum Data & Systems Alignment Project is a comprehensive institutional initiative designed to ensure accuracy, consistency, and alignment of curriculum data across academic systems, including catalog, scheduling, webforms, and internal records. This project supports the evolution of educational learning pathways by strengthening the integrity of course and program information, improving transparency for students, and ensuring accurate reporting for institutional decision-making and compliance. The initiative includes cross-system comparison of course and program data, identification of discrepancies, alignment of course learning outcomes, and development of standardized processes for ongoing curriculum maintenance and governance.

Action Plan

	Created	Due	Status
Action Item 1 Action Step 1: Course Inventory & Cross-System Comparison - Generate comprehensive list of active and inactive courses. - Compare course data across catalog, webforms, and scheduling systems. - Identify discrepancies in titles, credits, CLOs, and last offered dates.	2/26/2026	8/31/2026	Complete
Action Item 2 Action Step 2: Program-Level Review - Conduct crosswalk comparison of program requirements across systems. - Identify misalignments in degree maps and completion pathways. - Flag outdated or unused courses for leadership review.	2/26/2026	8/31/2026	In Progress
Action Item 3 Action Step 3: Leadership Review & Decision-Making - Present findings to academic leadership. - Determine courses and programs to retain, revise, or sunset. - Establish documentation of decisions.	2/26/2026		Planned
Action Item 4 Action Step 4: Alignment & Process Development - Update systems to reflect approved curriculum decisions. - Develop standardized curriculum governance and review cycle. - Implement documentation procedures to maintain data integrity moving forward.	2/26/2026		Planned

4.1.1 Progress
This project will continue in 2026-2027.

4.2 **Project**
Establish Local Living-Wage Benchmarks

4.2.1 **Progress**
This project will move to 2026-2027.

4.3 **Project**
Revise Program Review Process to include Cost-Benefit Analyses (Michael, Rachelle & Erin)

4.3.1 **Progress**
This project will move to 2026-2027.

3 Employee Experience and Organizational Health - Year 4

7/1/2025 - 7/1/2026

Completed

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

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 **Project**
Lean Audit: Conduct an audit of the shared work of the Business Office and Financial Aid (Eileen & Rhoda)

Action Plan

Action Item 1	Created	Due	Status
	1/29/2026		In Progress

1.1.1 **Progress**
Significant progress was made on this project - which is about 80% complete. The remaining work will carry over to 2026-2027.

2 **Initiative**
Fiscal Sustainability and Resource Stewardship
Strengthen the college's long term fiscal sustainability through strategic resource allocation, optimizing operational efficiencies, and data-informed budgeting.

2.1 **Project**
Talent Assessment, Alignment, and Development (Kylie & Paul)
Job description review and evaluation.

Action Plan

2.1.1 **Progress**
This project will move to 2026-2027.

3 **Initiative**
Grow our Capabilities
Determine and provide key opportunities for professional growth and development for all employees.

3.1 **Project**
Employee Communications (Sheryl)
Set expectations for college-wide communications as TBCC expands to multi-building environment and align use of multiple channels.

Action Plan

3.1.1 **Progress**
Although employees were informed of college-wide expectations around communication channels and priorities, no follow-up trainings or accountability occurred. This project will carry over to 2026-2027.

4 **Initiative**
Enhance the use of Jenzabar as an Enterprise Solution
A Jenzabar User Group has been formed with someone from each department to review and recommend projects to work on.

4.1 **Project**
Implement JUG (Sheryl)
Continue the implementation of the JUG to optimize the use of Jenzabar

Action Plan

4.1.1 **Progress**
The JUG was Disbanded in Spring 2026. But there is still a need to enhance the use of Jenzabar across the College. This Initiative will carry over to 2026-2027.

4 Community Engagement and Awareness - Year 4

7/1/2025 - 7/1/2026

Completed

1 GOALS **1** OUTCOMES **1** MEASURES **0** TARGETS **0** FINDINGS **0** ATTACHMENTS

1 **Initiative**
Build Partnerships
Build relationships and partnerships throughout Tillamook County to provide expanded opportunities for students.

1.1 **Project**
Be Present in TC Schools (Paul & Rhoda)
Advisory groups, collabs on RGP priorities

1.1.1 **Progress**
This project will continue in 2026-2027.

5 Equity & Inclusion - Year 4

7/1/2025 - 7/1/2026

Completed

1 GOALS **1** OUTCOMES **1** MEASURES **0** TARGETS **0** FINDINGS **0** ATTACHMENTS

1 **Initiative**

Strengthen Community Belonging and Engagement

Build sustained relationships with students and families, remove cultural and institutional barriers, and foster a campus environment where they feel safe, valued, and supported to succeed.

1.1 **Project**

Hispanic/Latinx Community Engagement (Paul & Rhoda)

Continue engaging and supporting our Latinx community, building partnerships, and becoming a Hispanic Serving Institution

1.1.1 **Progress**

This project will continue in 2026-2027.