



Board of Education Meeting Agenda

Date: Monday, November 4, 2019

TBCC Board Meeting – TBCC Campus – 6:00pm – 8:00pm

<u>Item</u>	<u>Description</u>	<u>Resource</u>
1.	Call to Order • Acknowledge Guests -----	Chair Gervasi
2.	Consent Agenda: -----	(Action) Chair Gervasi
	a. Approval of Agenda	
	b. Approval of October 7, 2019 Minutes	
	c. Personnel Report.....	Director Ryan
3.	Invitation for Public Comment -----	Chair Gervasi
	Available at the beginning of the meeting is an opportunity for the public to comment on any issue within the jurisdiction of the Tillamook Bay Community College Board of Education. The Board Chair may determine reasonable time, space and manner limitations. At the conclusion of public comment, individual members of the Board may respond to comments made by those who have addressed the Board, may ask staff to review a matter, or may ask that a matter be put on a future agenda.	
4.	New Business and/or focused policy discussions	
	a. Introductions of New Staff.....	Leadership Team Members
	b. Program Review Presentation – Office of the President.....	President Tomlin
	c. Approval of Mission Fulfillment Report.....	(Action) Director McCarley
	d. Revisions to Policy 311.....	(Action) President Tomlin
	e. Academic Calendar for 2020-21-and 21-22 First Reading.....	CAO Rivenes
5.	Information-Only Items (Board members may request any item be placed on the discussion agenda)	
	a. Strategic Enrollment Management Plan.....	CSSO Hanson
	b. Healthcare Pathway.....	CAO Rivenes
	c. LT Check-ins.....	Executive Director Luquette
	d. ASTBCC Report.....	President Donowho
	e. Financial Report.....	CFO Williams
	f. President's Report.....	President Tomlin
6.	Board Member Discussion Items -----	Chair Gervasi
7.	Adjournment -----	(Action) Chair Gervasi

Call to Order

RECOMMENDATION

CALL THE BOARD MEETING TO ORDER & ACKNOWLEDGE GUESTS

BACKGROUND INFORMATION----- Chair Gervasi



Approval of the Consent Agenda

RECOMMENDATION

ACTION

BACKGROUND INFORMATION ----- (Action) Chair Gervasi
MOTION TO APPROVE THE CONSENT AGENDA FOR THE MARCH MEETING.

Items for approval:

- a. Approval of Agenda
- b. Approval of October 7, 2019 Minutes
- c. Approval of the Personnel Report



Approval of the Agenda

RECOMMENDATION

MOTION TO APPROVE THE AGENDA FOR THE NOVEMBER MEETING.

Board of Education Meeting Agenda

Date: Monday, November 4, 2019

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| 4. | New Business and/or focused policy discussions | |
| | a. Introductions of New Staff..... | Leadership Team Members |
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| | c. Approval of Mission Fulfillment Report..... | (Action) Director McCarley |
| | d. Revisions to Policy 311..... | (Action) President Tomlin |
| | e. Academic Calendar for 2020-21 and 21-22 First Reading..... | CAO Rivenes |
| 5. | Information-Only Items (Board members may request any item be placed on the discussion agenda) | |
| | a. Strategic Enrollment Management Plan...Chief Student Services Officer Hanson | |
| | b. Healthcare Pathway..... | CAO Rivenes |
| | c. LT Check-ins..... | Executive Director Luquette |
| | d. ASTBCC Report..... | President Donowho |
| | e. Financial Report..... | CFO Williams |
| | f. President's Report..... | President Tomlin |
| 6. | Board Member Discussion Items ----- | Chair Gervasi |
| 7. | Adjournment ----- | (Action) Chair Gervasi |



October 7 Board of Education Meeting Minutes

Date: Monday, October 7, 2019

TBCC Board Meeting– TPUD Carl Rawe Room – 4:00pm – 5:00pm

TBCC Board Members in Attendance: Kathy Gervasi, Mary Jones, Pam Zweifel, Betsy McMahon, Jennifer Purcell, Mary Faith Bell

TBCC Board Members not in Attendance: Tamra Gammon

TBCC Staff in Attendance: Ross Tomlin, Pat Ryan, Rhoda Hanson, Erin McCarley, Heidi Luquette, Michael Weissenfluh, Kyra Williams, Tana Dillard, Teresa Rivenes, Sheryl Neu, Kelsey Jordan

Guests in Attendance: Cam Preus, ASTBCC President Adriana Donowho

Description

Resource

Call to Order • Acknowledge Guests (agenda item 1) ----- Chair Gervasi
Chair Gervasi called the Board meeting to order at 4:00 p.m.

The Board and Leadership team introduced themselves to their guest, Cam Preus.

Consent Agenda (agenda items 2, 2.a, 2.b, 2.c) ----- (ACTION) Chair Gervasi
No changes were requested to the September 7, 2019 minutes or to the October 7, 2019 meeting agenda.

Betsy McMahon motioned to approve the consent agenda. Pamela Zweifel seconded the motion. The motion carried.

Invitation for Public Comment (agenda item 3) ----- Chair Gervasi
There was no public comment.

New Business and/or focused policy discussions (agenda item 4)

Budget Development Guidelines and Schedule – Second Reading (agenda item 4.a)--CFO Williams

CFO Williams explained that the documents have not been modified since the last meeting.

Mary Faith Bell motioned to approve the Budget Guidelines and Schedule. Mary Jones seconded the motion. The motion carried.



TBCC IPM plan – Second Reading (agenda item 4.b) ----- Director Ryan
Director Ryan explained that the IPM plan has had no changes since the first reading and is ready for approval.

Mary Faith Bell motioned to approve. Mary Jones seconded the motion. The motion carried.

Information-Only Items (agenda item 5)

OCCA Presentation (agenda item 5.a) ----- Executive Director Cam Preus
Executive Director Cam Preus thanked everyone for her invitation to be here.

Executive Director Preus wanted to present the schedule for the upcoming OCCA conference at Salishan. She handed out the schedule to the board and expressed her excitement about the key-note speakers that will be presenting. The theme of the conference will be about ‘finding your way’. She explained that the OCCA conference hotel rooms are about at capacity so they asked Salishan to open up a larger block of rooms.

She announced that they are planning another CTE Day at the capital in February during the Legislature short session. OCCA will be asking colleges to bring a show and tell about what students are doing at each of the colleges in their CTE programs.

She gave TBCC a shout out about the fine work we are doing in cohort B in Guided Pathways. She expressed that TBCC has done a great job helping students navigate the system.

She opened up the floor for questions. President Tomlin explained that it would helpful if she explained how the student success center is part of OCCA. She explained that it is part of it, and it is grant funded.

Director McCarley expressed that it is great that the rural colleges have been brought together by Elizabeth Cox-Brand (Director of the Student Success Center) to share great information with each other.

Tuition and Fees Update (agenda item 5.b) ----- CFO Williams
CFO Williams explained that back in April, a \$3 per credit increase in tuition was approved for this academic year. We never came back with a reduction in this because the average is \$106/credit across the state. We are the lowest in tuition and fees combined among the 17 community colleges in Oregon. The total annualized cost for tuition and fees, we are at just under \$5,000 for the year for full-time students, and the average is over \$5,600. She explained that this will be continually assessed, without harming students while keeping TBCC financially sound.

President Tomlin explained that there hasn't been a change in fees in almost 15 years. He believes this is where changes should be made in the future.

Board member Purcell wants to see what the base cost is to provide service (class) to students.



Grants Report (agenda item 5.c) -----Executive Director Luquette
Executive Director Luquette explained that we are lucky to have found the grant writer that we did. Dodie Collier has a great deal of experience and has a lot to bring to the table for TBCC. Since January she has been learning about community colleges and how we operate. She needs to know this to write a compelling narrative for grant applications. TBCC has submitted 15 grants thus far since she started at TBCC almost a year ago. Reser Family Foundation came for a site visit recently. We are asking them for 5 new welders and welding packs and we will know in December if we got the grant. Stimson-Miller Foundation did a site visit and we are asking them for a CNC machine for the MIT program. We were also awarded a \$50,000 grant for the truck driving simulator earlier this year.

Executive Director Luquette explained that the Mildred Davy Luncheon is on Friday, October 18 at the Nazarene Church and invited everyone to come.

ASTBCC Report (agenda item 5.d) ----- President Donowho
President Donowho explained that last year ASTBCC started revamping the constitution. There has been a lot of progress made, but there are still changes that are needed. She explained that they have created a logo for them to use on clothes, etc. President Donowho announced that there is an election coming this month and there have been several people who have put in their applications to join ASTBCC. They want to start up movie nights on Fridays again as a family activity for TBCC to offer.

She explained that the food pantry is going very well. There is an equity position available right now, and that position will take over the food pantry responsibility.

Financial Report (agenda item 5.e) ----- CFO Williams
CFO Williams presented the financial report for the month of August. President Tomlin expressed that the numbers look great.

President's Report (agenda item 5.f) ----- President Tomlin
President Tomlin reported the following updates. He will be at Blue Mountain Community College for the OPC Board meeting later this week. The next board meeting is November 4 at 6pm. Board member McMahon announced that she will attend the OCCA Conference with Chair Gervasi. Campus Compact will be here on October 25 to meet with all staff for an all-day training. President Tomlin reminded everyone that the December board meeting will be at the Neah-Kah-Nie School District office on December 9th in Rockaway and we will hold a joint board meeting with their board that night as well.

Board Member Discussion Items (agenda item 6) ----- Chair Gervasi
There were no discussion items.

Adjournment (agenda item 7) ----- (ACTION) Chair Gervasi
Mary Faith Bell motioned to adjourn the meeting at 5:01 PM. Pam Zweifel seconded the motion. The meeting was adjourned.



Personnel

RECOMMENDATION

CONSENT AGENDA

BACKGROUND INFORMATION----- Director Ryan

Position Title	Application Review Begins	Start Date	Comment	Screening Committee Chair	
Career Education Advisor/ Enrollment Specialist		10/28/19	Sara Hartford Hired	Rhoda Hanson	
Office of Instruction: Program Coordinator			Interview 10/23/2019	Teresa Rivenes	
Information Technology Support Specialist			Interviews scheduled for 10/30-31/2019	Sheryl Neu	
Dean of Academic Partnerships			Finalist Selected Reference Checks in process	Teresa Rivenes	
Business Office Specialist			Interview scheduled for 10/28-29/2019	Kyra Williams	



Invitation of Public Comment

RECOMMENDATION

AVAILABLE AT BOTH THE BEGINNING AND END OF THE MEETING IS AN OPPORTUNITY FOR THE PUBLIC TO COMMENT ON ANY ISSUE WITHIN THE JURISDICTION OF THE TILLAMOOK BAY COMMUNITY COLLEGE BOARD OF EDUCATION. THE BOARD CHAIR MAY DETERMINE REASONABLE TIME, SPACE AND MANNER LIMITATIONS. AT THE CONCLUSION OF PUBLIC COMMENT, INDIVIDUAL MEMBERS OF THE BOARD MAY RESPOND TO COMMENTS MADE BY THOSE WHO HAVE ADDRESSED THE BOARD, MAY ASK STAFF TO REVIEW A MATTER, OR MAY ASK THAT A MATTER BE PUT ON A FUTURE AGENDA.

BACKGROUND INFORMATION ----- Chair Gervasi



NEW BUSINESS AND/OR FOCUSED POLICY DISCUSSIONS

RECOMMENDATION

BACKGROUND INFORMATION ----- Chair Gervasi



Introductions of New Staff

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONLEADERSHIP TEAM MEMBERS

The College has hired several new faculty and staff during the past two months. We want to introduce these new faculty and staff to the Board. The Supervisor of each position will introduce the new faculty and staff in their departments. The positions include the following:

- Three new Full-time faculty members
- Americorp Intern
- New Advisor
- Food Pantry Intern
- Truck Driving Coordinator
- Library Assistant
- Temp Executive Support Specialist



Program Review Presentation-Office of the President

RECOMMENDATION

Information Only

BACKGROUND INFORMATION.....PRESIDENT TOMLIN

Program Reviews are done by all departments and academic programs every three years as part of our TBCC Strategic Plan process. Last year, we presented all program reviews done in 2017-18 to the Board throughout the year. We will do that again this year with the Program Reviews that were completed for the academic year 2018-19. One Program Review will be presented each month. These include:

- Office of the President
- IT
- Advancement/College Development
- Facilities/Safety
- Criminal Justice
- MIT
- ABE/GED/ESOL

The first Program Review to be shared this year will be from the Office of the President. The President will share the highlights from the review report which can be found following this page.



Office of the President Program Review 2018-2019

I. Program/Service Area Description – provide an overview of the work of your department, including how your work supports the mission of the college

- a. The Office of the President oversees the operation of the College, works directly with the Board of Education, and is the main connection with the communities in Tillamook County. The President represents the college in many local, regional, and state meetings and events. He leads the college Leadership Team, College Council, and full staff meetings. Work through this office impacts all three core themes.

II. Program/Service Area Details

- a. Staff (Individual and FTE)
 - i. The Office of the President has 2 full time employees: The President and Executive Support Specialist.
- b. Duties and Responsibilities
 - i. The President:
 1. The President is the chief executive officer of the College. As such, the President shall have the primary responsibility for execution of board policy, whereas the Board of Education, hereinafter referred to as “Board” shall retain the primary responsibility for formulating and adopting that policy. The President answers to the Board and serves at the pleasure of the Board.
 2. As CEO of the college, the President shall perform the duties of President that are consistent with Board policies and regulations, state law and federal law.
 3. Subject to Board policies, bylaws and regulations, the President shall be responsible for the administration of instruction, student success, business/college operations of the College and the selection, placement, transfer and termination of College personnel.
 4. The Board, individually and collectively, will promptly refer all criticisms, complaints and suggestions, calls to its attention (except those involving the President), to the President for investigation and resolution and the President shall promptly report to the Board on the actions taken on those matters. Those involving the President will be promptly addressed by the Board Chair with the President.
 5. The President shall faithfully perform the duties and responsibilities and, shall devote all his professional time, attention and knowledge and skills solely to the affairs and interests of the college.
 6. The President shall:
 - a. Oversee the periodic and regular evaluation of all College employees;
 - b. Establish and maintain an appropriate community relations program;
 - c. Endeavor to maintain and improve his professional competence by all available means, including subscribing to and reading appropriate periodicals, joining appropriate professional associations and participating in activities of such associations. The college shall pay for such memberships, subscriptions and related expenses but shall be limited to budgeted amounts; and
 - d. Work with the leadership of the College Foundation to ensure that Foundation funding goals are met.

ii. The Executive Support Specialist:

1. Board of Education Administration

- a. Keep current board rosters, contact information, bios, oaths of office, zone information, election information, board member application, nameplates, board member photos, business cards, etc.
- b. Manage Board Policies in Policy Tech
- c. Create and distribute Board packets, public board notices and meeting materials as directed
- d. Prepare agendas, set-up, attend, take notes and provide accurate minutes for Board meetings each month
- e. Coordinate meeting and event logistics such as securing rooms/venues, ordering food, rentals and other necessary preparations as directed.
- f. Prepare travel arrangements, conference registrations, and mileage reimbursements and submit payment requisitions for Board members
- g. Manage Board of Education and Board Archives Webpages (WordPress)

2. President's Office Administration

- a. Maintain the President's calendar and scheduling of meetings
- b. Coordinate various meetings and event logistics such as securing rooms/venues, ordering food, rentals and other necessary preparations as directed
- c. Prepare travel arrangements, expense reports, mileage reimbursements, and payment requisitions for the President.
- d. Attend various meetings such as Leadership, College Council, Staff, Facilities Master Plan Committee, Website Content Committee, First Class Scholar and Career to Career, In-service, Extended Staff Meetings and more
- e. Manage and serve as contact person for all PolicyTech related questions.
- f. Coordinate and maintain college administrative rules in PolicyTech
- g. Assist with budget preparation for the President's office
- h. Assist with College official documents as needed and under direction of the college president
- i. Under the direction of the College President, compose, edit, proofread and distribute communications both internally and externally
- j. Assist in proofreading and editing collaterals under the guidance of the president
- k. Prepare mailing lists, invitations, printed programs, and other promotional materials as requested to support special events and activities for the president's office
- l. Create standard operating procedures for operations under direction of the College President
- m. Respond to inquiries from the public and other constituents as directed
- n. Manage the About TBCC, College Leadership, Equity and Inclusion, Accreditation and Strategic Planning web pages in WordPress.
- o. Attend and be a full active member of the College's Leadership Team
- p. Perform other duties and special assignments as requested/authorized by the president

3. Office of Instruction Administration

- a. Assist Office of Instruction and Chief Academic Officer with scheduling of meetings with faculty and community members.
- b. Assist Office of Instruction with compilation of materials, food, and setup for faculty in-service, committee meetings, and faculty trainings as requested

- c. On occasion serve as point of contact for individuals to schedule meetings with or contact Chief Academic Officer
- d. Assist with proof-reading and editing reports and external communications authored by Chief Academic Officer
- e. Prepare travel arrangements, expense reports, mileage reimbursements, and payment requisitions for the Chief Academic Officer.
- f. Create, distribute, manage and collect Notification of Teaching Assignments (NOTA) for all Adjunct Faculty each term
- g. Create, distribute, manage, and collect Special Employment Agreements (SEA's) for math studio, writing studio, and GED/ESOL/ABE Instructor/tutors/assistants each term
- h. Collect all credit course including dual credit syllabi
- i. Create, distribute, analyze, and provide feedback to faculty and adjunct faculty regarding course evaluations for all credit faculty and adjunct faculty each term
- j. Research various software and information as requested.

III. Service Needs

- a. Discuss any emerging needs or trends in the service area
 - i. The Office of the President at TBCC is unique compared to most community colleges. With TBCC being so small, the President has more opportunities and need to interact with faculty and staff and to be more involved in details than in colleges that have multiple layers of staff. TBCC is a very flat organization and each Leadership Team member carries more responsibility and varied duties than their counterpart at larger colleges. This tends to make the job more challenging and interesting for the most part. Research done by the American Association of Community Colleges shows that community college president positions are becoming more complex and challenging due to decreased budgets and enrollments, increased emphasis on Title IX issues, student safety issues, and student learning outcomes assessment. Whereas some of these do impact TBCC, our college is small enough that the scope of dealing with these issues is manageable. Even though emerging needs and trends do change almost constantly, TBCC can be nimble and responsive to those changes in ways that larger institutions find very challenging and difficult.
 - ii. Other than that, one of the main areas of focus of the Office of the President is to be visible in the community and keep them informed on what the College is doing, and listen and look for ways we can partner with other organizations and agencies in the county to benefit our students. The operative word in community colleges today is partnerships. This seems to be even more important today than it has been in the past, with tight budgets and limited resources, we need to work with others to leverage resources and get more done. This is especially true in small rural areas like Tillamook County.
 - iii. The other focus of the Office of the President is to lead the planning efforts of the College and keep us moving forward to identifying and achieving goals that again benefit our citizens and students. This also involves being the lead cheerleader for the College. There is always so much work to be done in all departments that it is easy to get lost in the details and the weeds. It is important to have the leaders of the College always able to pull themselves out of the weeds periodically and look at the big picture and how everything fits together to make us successful. The President needs to make sure this happens on a regular basis.

- b. Provide relevant data to support these trends
 - i. For the most part, these trends are the same as in other community colleges throughout the country, but as mentioned above, the impact is more manageable at TBCC due to our size along with the strong support we receive from our community.
 - ii. The President has to constantly be aware of what is happening in the state and nation regarding community colleges and understand which issues will affect TBCC and how to prioritize them in the projects for the year.
- c. Explain how these needs or trends impact your work
 - i. As issues change during the year, there has to be flexibility to make adjustments in priorities to deal with those critical issues as they arise.

IV. Service Area Outcomes – 2017-2018 & 2018-2019

1. TBCC will broaden its academic offerings and provide educational opportunities to a wide base of potential students and companies, increasing FTE.

Assessment Tools:

- i. Approve 1 new Credit Program to start in following fall.
- ii. Approve a new non-credit training certificate program for following fall.

2017-18 Activities:

- i. Work was done with the OSU Open Campus Coordinator to develop an articulation transfer agreement with OSU for a new Forestry Program. The curriculum was developed based on similar program and agreement developed at SWOCC. The Office of Instruction also worked with Oregon Coast Community College to develop an AAOT in Education degree in partnership with Meyer Memorial Trust to offer a program to Grow Your Own Teachers in Tillamook County.
- ii. Industry reps from trucking companies met with Arlene in SBDC about starting a program to train people to take the CDL exam because of the severe shortage of truck drivers in the area, as well as regionally and nationally. We looked into the feasibility of starting a program and decided to move forward when a truck and trailer were both donated by the industry.

2017-18 Results:

- i. TBCC offered an Associate of Science in Forestry degree in fall 2018. An AAOT in Education was offered at TBCC starting in fall 2018.
- ii. TBCC offered a new non-credit training certificate program in Truck Driving starting in fall 2018.

2017-18 Analysis

- i. The Forestry program was vetted and discussed with an industry advisory committee that fully supported starting the program. We did our research to ensure a high probability of success for the program. There was a great deal of interest from high school students and TBCC students when the new AAOT in Education was publicized.

2018-2019 Activities:

- i. Our new CAO worked with faculty and my office to explore options for new programs to begin in 2019-20. A new AAS degree in Welding Technology was decided on for the coming year, along with a Certificate in Machining. At the end of the year, new transfer programs were developed to replace the AAS in AG/NR which is being phased out over the coming year. The new transfer programs will be AS degrees in AG Science, NR, and Animal Science.

- ii. A lot of work was done by the Community/Continuing Education Director exploring the need for a NCTC in Construction, meeting with Construction Contractors from the area to discuss needs and skill levels required for entry level positions.

2018-2019 Results

- i. The Welding Technology degree curriculum was developed and the degree approved by both TBCC and HECC. A new FT Faculty member was hired to teach in the program. It will be offered starting in fall 2019. The new AS degrees were approved by both the College and HECC and will be offered starting in fall 2019.
- ii. It was decided to not develop a new Non-credit Training Certificate (NCTC) for 2019-20. There was not enough interest among the contractors to pursue the Construction NCTC at this time.

2018-2019 Analysis

- i. Our new CAO is just completing her first year. She has done an amazing job with the development of new programs and has a five-year plan to continue developing programs with a solid process that will meet the needs of Tillamook County and beyond. Therefore, there is no further need to continue this Service Area Outcome since it is also one in the Office of Instruction where it more appropriately should be contained.

2. Faculty, Staff, Students, Board Members, and Community Members will receive timely, accurate, and regular information.

Assessment Tools:

- i. **Faculty and Staff Climate Survey Question - Employees respond positively to the statement "I receive timely, accurate, and regular information from the President's Office."**

Thresholds: • Green: > 80% • Yellow: 60%-79% • Red: <60%

2017-2018 Activities

- i. Hold monthly staff meetings and send college council minutes to all faculty and staff.
- ii. Install strategic plan posters around the college.
- iii. Started preparing monthly update reports to the Board, listing achievements for each goal on the list of President goals for the year.
- iv. Hold quarterly meetings with career to career and first-class scholar students.

2017-2018 Results

- i. Achieved green level – **83%** Agree or Strongly Agree with the statement.
- ii. Strategic Plan Posters showing the TBCC Core Themes, Mission and Vision Statements were printed up in color and hung across campus in the hallways, Board/Community Room, and Workroom.
- iii. Wrote and submitted monthly goal update reports to the Board prior to each Board meeting.
- iv. The President met with all Career to Career and First Class Scholars each term of the year to see how they were doing and get feedback on their experiences with the College.

2017-2018 Analysis

- i. Will continue to do the monthly staff meetings and sending College Council and Staff meeting notes to everyone at the College and will explore other options to improve communication.
- ii. Plan to install a much larger lobby display of the Core Themes, Mission and Vision Statements in year two.

- iii. The Board has indicated they appreciate receiving the monthly goal update reports, so they will be continued next year.
- iv. The format of the meetings with Career to Career and First Class Scholar students will be changed next year to be more effective and useful to the college and the students.
- v. Continue to work to improve the flow of information to board members and the community.

2018-2019 Activities

- i. We continued to have full staff meetings the last Wednesday of each month. We expanded these meetings to include 2 2-hour extended staff meetings in the mornings each term to provide more opportunities to communicate important information to staff. Leadership Team members worked with the President to develop the agendas for these extra staff meetings.
- ii. The task of getting the large lobby display printed and hung was assigned to the Executive Support Specialist.
- iii. The President continued to write up monthly goal update reports to the Board to keep them informed.
- iv. The format of the meetings with the Career to Career and First Class Scholar students was changed to ask for more feedback from students, and the Director of Student Services attended the meetings with the President. We implemented a new process of requiring those students to choose activities each term to volunteer a few hours to do something of interest or help to the college. We also used these sessions to obtain student feedback on the College Facilities Master Plan process. In addition to meeting with these 2 groups of students, we invited all first-year students to a lunch meeting with the President to discuss feedback on things the College is doing well and could improve, and then repeated this with the second year students.
- v. As part of the Facilities Master Plan process, a number of community presentations were scheduled to give to county service organizations, Chambers, and open forums advertised to the general public.

2018-2019 Results

- i. Achieved Green Level- **80%** Agree or Strongly Agree with the statement.
- ii. The large lobby display was hung above the stairs and is prominent to everyone that enters the main campus building.
- iii. Board members confirmed that they continue to find the goal update reports valuable and want then to continue.
- iv. The new format for meetings with the Career to Career and First Class Scholar students was successful and will be continued in 2019-20. We had small turnouts for the lunch meetings with first and second year students but received some valuable feedback to use in our strategic plan and facilities master plan. We also started having the President of the ASTBCC group attend our Board meetings and give a regular report of their activities each month.
- v. The community presentations were given throughout the spring term. Between the group presentations and the consultant talking to individuals throughout the county, over 400 people were communicated with about the college and what we are doing, along with getting feedback on their thoughts about future needs that the College could provide.

2018-2019 Analysis

- i. With the results not improving from the previous year and in fact going down slightly,

we feel the need to implement additional ways to communicate. One thing that will be tried in 2019-20 will be to produce a monthly update email to all faculty and staff for those unable to attend the general staff meeting. It will also provide the opportunity to give additional details on some topics that are not covered in the face to face staff meetings.

- ii. As we get closer to our fall 2021 accreditation visit, we will determine additional ways to promote understanding and awareness of the components and results of the College Strategic Plan.
- iii. The monthly goal update reports to the Board members will be continued in 2019-20. In addition, the Board will do a 360 evaluation of the President which will provide more feedback on the effectiveness of the communication to the community and board members.
- iv. Not only are the meetings with the Career to Career and First Class Scholar students continuing to be successful, but having them volunteer several hours per term to attend a college meeting or be part of some event has been very successful and has them more engaged than ever before. We will continue to look for ways to improve on and increase the communication and interactions with students throughout the year.
- v. Presentations for community groups will be scheduled again in 2019-20 to share the results of the Facilities Master Plan. Doing these types of presentations every year will be planned with a different theme to continue to reach out for feedback and to inform the public on what is happening at the College and how we are working to serve their needs.

3. TBCC will implement an effective strategic plan that leads the college to show mission fulfillment each year.

Assessment Tools:

- i. Mission fulfillment definition: TBCC achieves an Acceptable or minimally acceptable level in 70% or more of the measures within each core theme and across all core themes.
- ii. Strategic plan changes approved by TBCC Board of Education.

2017-2018 Results

- i. Result for 2016-17 academic year: 90% - mission fulfillment achieved.
- ii. Strategic plan changes were approved by the TBCC Board of Education in fall 2017.

2017-2018 Analysis

- i. Will develop Mission Fulfillment report each fall for the previous academic year.
- ii. Will bring TBCC Strategic Plan changes to the Board each fall for approval.

2018-2019 Results

- i. Mission fulfillment using 0217-18 data was lower than 70% (68%) overall.
- ii. TBCC Board again approves changes to the Strategic Plan and the Mission Fulfillment Report.

2018-2019 Analysis

- i. Not achieving Mission Fulfillment with 2017-18 date was mostly due to not being able to assess some of the measures and the fact that the student learning outcomes measures were all red due to not having the process fully implemented yet. That will be alleviated next year.
- ii. The Board will continue to have the opportunity to review and approve changes to the Strategic Plan and Mission Fulfillment Report each fall, usually in the Board Retreat in

October.

4. Since two of the three SAOs for the Office of the President overlap with other Service Areas, we have chosen to eliminate SAO #1- TBCC will broaden its academic offerings and provide educational opportunities to a wide base of potential students and companies, increasing FTE since it is covered by the Office of Instruction, and SAO #3- TBCC will implement an effective strategic plan that leads the college to show mission fulfillment each year since it is covered by the Office of Institutional Effectiveness. In their place, a new SAO has been developed to use in 2019-20. In analyzing the main goals of the Office of the President, we determined that communication and strong leadership are the two overarching goals to focus on with SAOs. SAO #2 fits the communication goal. For the Leadership Goal, the following was developed:
 - i. The President will exhibit and demonstrate strong, transformational leadership that will positively influence the values, attitudes, beliefs and behaviors of Faculty, Staff, and Board members, by working with and through them in order to accomplish the college's mission and purpose.

From this Leadership Goal, the new Service Area Outcome was developed:

- i. **Faculty, Staff, and Board members will report that the President's leadership has had a positive influence in their attitudes and behaviors toward change and implementing change to accomplish the college's mission and purpose.**
- ii. Two assessments will be used to measure this SAO:
 - (1) A question on the Faculty and Staff survey will be developed to measure the effectiveness of the President's leadership.
 - (2) A 360-degree evaluation by the Board of Education members will measure the effectiveness of the President's leadership and the Board will also weigh in with their evaluation of it.

V. Project list for current year (2018-2019)

2018-2019 Project List

Department/Service Area: President's Office

Lead: Ross Tomlin/Tana Dillard

Project	Description	Budget Requirements/ Lead	Year	Progress
Facilitate the design and installation of a large-scale lobby display	Executive Support Specialist will facilitate the installation of a large-scale lobby display highlighting the Core Themes, Mission, and Vision of the Strategic Plan.	\$500/Executive Support Specialist	1	Complete: August 2018 The large-scale lobby display highlighting the Core Themes, Mission, and Vision of the Strategic Plan was installed in the lobby of the college.

Revise President's Office Website Pages	Revise the TBCC Leadership, Board of Education, and Strategic Planning and Accreditation Webpages	\$0/Executive Support Specialist	1	Complete: February 2019 All President's Office Webpages have been revised. (Pages include: About TBCC, Board of Education, College Leadership, Accreditation and Strategic Planning, Equity and Inclusion)
NAVEX Global Policy Tech: Policy and Procedure Management Solution	Lead the implementation of Policy Tech Software. Implementation includes; arranging meetings between TBCC and PT, import users, assign user roles, import policy and administrative rule documents, assign document properties (title, document owner, template, review intervals, keywords, site, category name, subcategories, reviewers, reviewer groups, approvers, readers, reader groups and security), develop workflow, train users, user support, etc.	\$0/Executive Support Specialist	1	Complete: November 2018 Implementation of Policy Tech is complete. Workflow of AR's was developed. Workflow for Policies still need to be established but this will move to the 19-20 project list.
DocuWare	Shred document from file cabinets that have been scanned into DocuWare. Scan Capitol Construction File Cabinet	\$0/Executive Support Specialist	1-2 Ongoing	In Progress. Ross advised that a student worker should shred scanned files and he needs to view DocuWare before shredding. Capitol Construction File Cabinet still needs to be scanned.
Community Outreach	Updating community groups about the Strategic Plan and our Facilities Master Plan	\$ for printing brochures is built into the Marketing department budget.	1-2 Ongoing	This was completed by June 2019 after a series of presentations to obtain feedback on the needs in the community that the College can address. This will be ongoing as the

		Ross		President goes back out to the community in 2019-20 to share the results of the FMP and the focus of the new building coming up.
Leadership Team Building	Hold monthly LT Team Building meetings off campus to discuss leadership concepts and practices and how to better incorporate them into the management of the college to enhance collaboration and teamwork throughout the campus with all staff and create a more cohesive and effective Leadership Team.	Ross	1 Ongoing	LT is meeting monthly at Five Rivers to discuss a Leadership topic. We are also holding social get-togethers after work at the end of each month. We will continue this into next year and explore other ways we can continue to build a strong team.
Increasing Capacity (Hiring More Staff)	Work with Leadership Team to identify positions needed to meet the strategic plan goals and objectives and get consensus of filling positions from LT and College Council. Fill positions in a timely manner.	Ross/Pat	1-2 Ongoing	Completed: We have hired 4 key positions this year and are in the process of deciding on a few others after the 19-20 budget is completed and we know what it will allow us to do. We will continue to look at staffing needs and will consider new positions each fall for the following year.
Onboarding New Chief Academic Officer	Work with Dr. Rivenes to bring her up to speed in a timely manner to be effective in the management of the Office of Instruction for the academic year.	Ross	1	I meet with Teresa weekly to help orient her to TBCC. She is doing a terrific job jumping in and suggesting changes and managing the Office of instruction.
Forestry Program	Work with the new OSU Open Campus Coordinator to ensure the success	Ross/OSU Open Campus Coord	1	Megan is doing an outstanding job as the new Open Campus Coordinator and is working to make significant improvements to the

	of the new Forestry Program. Work with Heidi to market the program.			Ag/NR programs for 19-20. We are continuing to market the Forestry program.
Expand Community Partnerships	Work with the Office of Instruction and SBDC to identify and develop new partnerships in the community to provide educational opportunities and qualified, skilled workers to businesses and the community.	Ross/Heidi	1-2 Ongoing	The truck driving program is up and running and is successful. We are exploring a series of non-credit construction modules that will help build a skilled workforce for contractors as we gear up to provide more housing in TC.

VI. Issues & Challenges - Using all the information you've gathered and described above:

a. Where should your department focus its improvement efforts in the coming year?

- i. Based on the SAO #2 result, we will focus more on communication efforts, especially with faculty and staff. We will implement assessment methods to determine the effectiveness of communication with the Board, the community, and students since those groups are included in the SAO, as they should be. The intent is to significantly improve the ratings on communication from our office to those groups. We will start by developing a monthly email update to all faculty and staff.
- ii. We will also develop a speaking schedule for the entire academic year to get out into the community and share the results of the FMP.
- iii. In one year, we will start working on our Year 7 Accreditation Report. We will make the decision by end of this coming fall as to whether we will use the current Accreditation Standards or the newly adopted ones in our Year 7 report. Either way, we have a lot of work to do this year to prepare for the huge lift of writing the Year 7 report during the 2020-21 academic year.
- iv. We are removing SAO #1 and 3 since they are included in other departments and we do not need to duplicate them in our office. A new SAO has been developed for next year to replace those two. It will focus on the leadership aspect of the President's position.
- v. Several project from 2018-19 will be continued into 2019-20. These include:
 - i. Policy Tech will continue to have a learning curve, especially since a new Executive Support Specialist came on board right before summer 2019. This software is not only important to organizing all of the college policies and administrative rules, but also the Accreditation standard information that will

be used in 20-21 to develop our Year 7 report.

- ii. Community Outreach and Expand Community Partnerships will be combined into a more inclusive Community Engagement project.
- iii. Leadership Team Building will continue to be a priority in the Office of the President and will involve monthly meetings off campus to discuss leadership techniques through some type of reading analysis.
- iv. Increasing Staff Capacity will continue to be a high priority at the College as we keep growing and still have a very flat organization.

b. What challenges are you facing?

- i. Long term, the big challenges will be to prepare the community and garner support for additional college space that will probably be requested in the 2021 legislative session. It is very likely that any additional space will require another bond to help fund it. The College will definitely need more office and classroom space over the next 5 years, and we need to plan for space needs that would handle potential growth for the next 10-20 years.
- ii. The other big challenge will be to continue to build capacity by hiring highly qualified faculty and staff that will stay with the college. This includes both working to keep the college growing to generate more revenue and providing strong leadership to develop a loyal and engaged staff that want to contribute and keep working at the college.

c. How will your work impact and/or support the work of other departments?

- i. Again, basically through communication and leadership. It is important for the Office of the President to consistently and transparently communicate with all the main stakeholders, both internal and external. It is to be the lead cheerleader to motivate faculty and staff and have them feel appreciated. It is to show strong leadership both internally and externally, so the community, students, faculty and staff all feel confident that the College is moving in the right direction and is meeting the needs of the community.
- ii. Each department is headed up by a Leadership Team member. These staff report to the President, so the work done in the Leadership Team, which includes communication with each other and strong leadership from the President, affects the work in the departments more than any other factor.

d. How will your work impact and/or support the college's WIGs?

- i. Again, mostly in a support role and to help guide the discussions in the Leadership Team and with faculty and staff to make sure everyone understands the WIGs, supports them, and gets excited about them. The President works closely with the Leadership Team members and reviews each one's project list and list of SAOs to ensure they are the best ones to use in moving the College forward in achieving the WIGs.

VII. Project list for next year (2019-2020)

a. Make the case – based on the college-wide goals for 2019-2020, your analysis of emerging trends, performance on the SAO's, and progress on the current year projects, what projects are vital to complete in 2019-2020?

- i. The main WIG for 2019-20 is to double the number of graduates at TBCC. A secondary WIG is to reach 500 FTE by the end of the academic year.
- ii. Five of the projects from 2018-19 will be ongoing in 2019-20. Three of these relate directly to the Office of the President SAOs. These include:
 1. Community Outreach and Expand Community Partnerships which has been combined into a Community Engagement project and relates to the Communication SAO #2.
 2. Leadership Team Building which relates directly to the new Leadership SAO.
- iii. Three new projects for 2019-20 also relate directly to the Office of the President SAOs. These include:
 1. Faculty, Staff, Student and Board Member Communication- Communication SAO #2,
 2. Training Sessions for new faculty/staff- Communication SAO #2,
 3. Development of a Leadership Program for Tillamook County- Communication SAO #2 and the new Leadership SAO.
- iv. Five projects have been determined to be in the Strategic Project category. These include: Community Engagement, Facilities Master Plan, Accreditation Preparation, Faculty, Staff, Student and Board Member Communication, and Training Sessions for new faculty/staff.
- v. Making progress on all of these projects this year is important, but the Salary Study, Facilities Master Plan, Accreditation Preparation, and Increasing Staff Capacity are the highest priorities for the coming year as they will have the largest impact on faculty/staff morale and preparing the College to obtain any matching funds for a new building or renovation and for the big reaccreditation visit in fall 2021.

b. Describe your projects for 2019-2020 – include remaining and new projects

2019-2020 Project List

Department/Service Area: President's Office

Lead: Ross Tomlin/Theresa Neimann

Project	Description	Budget Requirements /Lead	Year	Progress
NAVEX Global Policy Tech: Policy and Procedure Management Solution	Develop Workflow/Procedures for Board Policies/ARs Review Process in Policy Tech. Train staff and college council in Policy Tech.	Terri \$1,621.80/year	1	

Community Engagement STRATEGIC	Continue to engage the community throughout Tillamook County by speaking to groups about TBCC and continue to solicit feedback and suggestions on programming and other student success initiatives. Continue to serve on multiple community boards and groups that are working to improve Tillamook County. Continue to look for ways to expand community partnerships that was on the project list last year.	Ross	1	
Salary Study	Work with LT members to implement salary study results in an appropriate and fiscally sound manner to properly place all staff on the salary schedule.	Ross	1	
Leadership Team Building	Work with LT to develop other ways of building and strengthening our Team over the coming year.	Ross/LT	1	
Facilities Master Plan STRATEGIC	Finalize the Facilities Master Plan with the Consultant and get it approved by the Board. Use the plan to develop a request to HECC to be on the 2021-23 biennium capital construction list.	Ross/Pat	1	
Guided Pathways	Facilitate the “Develop Areas of Interest” subcommittee as part of the Action Plan	Ross/ Guided Pathways subcommittee	1	
Accreditation preparation STRATEGIC	Ensure that the college is ready to start writing the Year 7 self-study, starting in Fall 2020, working with the ALO and the Director of Institutional Effectiveness. Make decision as to whether we use the current or new standards in writing our Year 7 report.	Ross/Erin/Teresa	1	
Civil Rights Review	Ensure that the results of the Civil Rights Review are implemented and all requirements are satisfactorily met by the deadlines.	Ross/LT members	1	
Docuware	Train Executive Support Specialist to use Docuware and manage files in the Office of the President. Develop a new process in which new	Terri	1	

	files are scanned into Docuware. Decide what to shred. Scan in documents in all cabinet files.			
Increasing Staff Capacity	Carried over from last year. Work with Leadership Team to identify positions needed to meet the strategic plan goals and objectives and get consensus of filling positions from LT and College Council. Fill positions in a timely manner.	Ross/Pat	1	
Faculty, Staff, Student, Board Member Communication STRATEGIC	Initiate monthly email updates to faculty and staff. Determine the best assessments to use in measuring the achievement of the new SAO for the Office of the President. Look at other ways to increase communication with students as well as faculty and staff.	Ross	1	
Training Sessions for new faculty/staff STRATEGIC	Develop and deliver training sessions, working with other LT members, for new faculty and staff to the college, to provide information about community colleges, the OR system under HECC, and what makes TBCC unique among community colleges.	Ross, Terri	1	
County Leadership Program development	Work with others to develop a county-wide non-credit program in Leadership that would follow a model used by many chamber of commerce organizations across the country to develop leaders in their communities	Ross, Heidi, Arlene, JoAnn, Terri	1	

Approval of Mission Fulfillment Report

RECOMMENDATION

ACTION Item

BACKGROUND INFORMATION.....Director McCarley

The College's analysis of mission fulfillment for 2018-2019 demonstrates strong performance in each core theme, as well as across all objectives. TBCC exceeded the green or yellow threshold in 89% of the 28 measures with data and thresholds in all three Core Themes, and over 70% in each of the core themes, and has therefore successfully met Mission Fulfillment for 2018-19. Although we showed strong performance in each core theme, we have identified 'educational excellence' and specifically completion rate as our focus for the near future. TBCC has identified 'doubling the number of graduates' as our goal for 2020. To reach this goal, we are implementing the reforms of Guided Pathways. As a part of our implementation, we shared our completion rate data with all staff and faculty, and our Board of Education and began building our commitment to this long-term, college-wide work. We are more clearly aligning the SAOs and projects within each department with college-wide goals. We have begun and will continue to ensure that each employee understands their role in student success. We are fostering individual accountability through regular discussions within teams and across the college. By year's end, each employee will be able to identify how their work drives student success.



Mission Fulfillment Report 2018-2019

Tillamook Bay Community College (TBCC) is in the fifth year of our seven year accreditation cycle and have completed two years working with our revised strategic plan in which we have improved our planning processes by developing a set of objectives under each core theme along with concrete measures that help us determine if we are achieving the core themes and objectives. This year we worked on tying our operational planning processes (Service Area Outcomes and Project Lists) to our Strategic Planning processes (Core Themes, Objectives, Measures) and emphasized 'closing the loop' with continuous improvement processes. We continue to build our understanding of the power of intentional planning and our structures for carrying our learnings into subsequent years. We are creating a culture of improvement within the College that strives to fulfill the mission and vision of the College.

VISION

Tillamook Bay Community College is a local leader in education excellence and innovation, community advancement, and economic success.

MISSION

Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves the needs of our diverse community.

VALUES

Tillamook Bay Community College values and promotes student success through academic excellence and resourceful teamwork in an environment that is personal and friendly.

STUDENT SUCCESS

TBCC values being keenly receptive and intentionally responsive to students and fully supports achievement of their goals.

ACADEMIC EXCELLENCE

TBCC values rigorous, relevant education and training for students and the community.

RESOURCEFUL TEAMWORK

TBCC values collaboration, effective communication, and the wise use of resources to accomplish our mission.

PERSONAL & FRIENDLY

TBCC values and demonstrates genuine concern and respect for each other, communities we serve, and our students while helping each other achieve their potential.

EQUITY VALUE STATEMENT

Tillamook Bay Community College is enriched by diversity. Each individual uniquely enhances and strengthens our learning environment.

- We value a community that promotes respect and dignity for all.
- We identify and eliminate barriers to learning.
- We provide equitable support and a safe and inclusive environment.
- We promote full engagement in our college community.

We do this through access, opportunity, and advancement for all.

STRATEGIC PLANNING

The College continues to review, refine, and build reliable measures to assess our performance. Our 2016-2017 report established a baseline for each measure and our achievement of each core theme objective. In 2017-2018, we refined our achievement thresholds, moving away from setting thresholds using external comparisons. These benchmarks shift from year to year and it is difficult to compare our

performance against a moving benchmark. We now use thresholds for retention, for example based on our own trend data over time.

In 2018-2019, our Data Team (a collaborative team of staff and faculty) revised 6 of our 29 measures to better align with our student populations. First, we completed the redesign of the measurement of completion rate (measure EE1.2) and transfer rate to use a more inclusive cohort. More than 30% of our new students start in the winter or spring quarter and are not included in a 'first-time in fall' student cohort. Beginning this year, our student cohorts include all students who are new to TBCC, no matter what term they begin. We also expanded the window for completion of a degree/certificate to 12 quarters for full-time students, and 16 for part-time students. This is a better representation of the students served at TBCC.

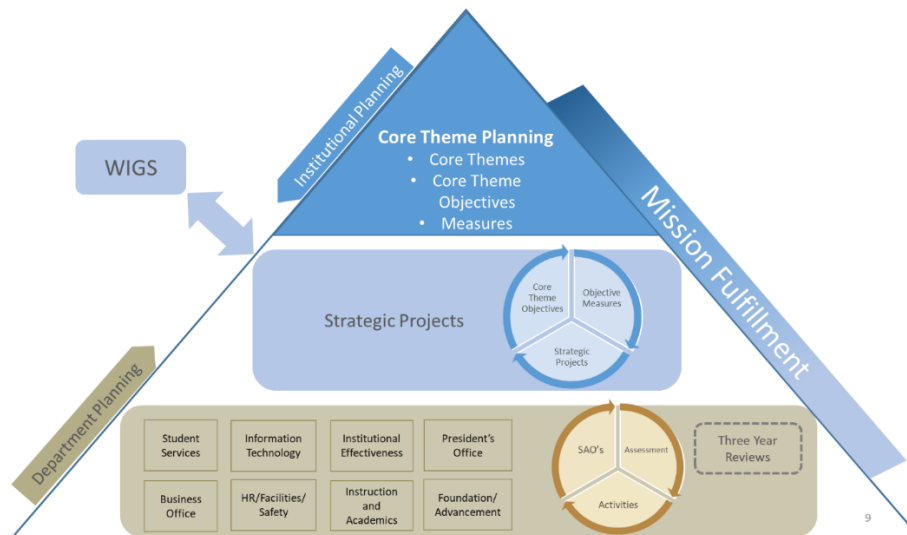
In the spring of this year, the Data Team developed three new measures under our Leadership, Partnership and Community Engagement Core Theme. The College values the role we play in the community, building partnerships with other educational institutions and with businesses. Assessing the quality of these partnerships is challenging. The Data Team developed a survey of our community partners, based on industry surveys, which was administered to our partners and advisory groups. Similarly, the College emphasizes civic engagement of students, staff and faculty and our new measures will help us to monitor our efforts in encouraging participation and sponsoring these events.

As a part of our planning process, the College is putting greater emphasis on linking the projects and performance of our service areas to our Core Themes. To move the college forward toward our mission and vision, the efforts of each of our departments must align to impact our core theme objectives. We are now in our second year of measuring 'service area outcomes' (SAO's) within each service area, which are clear statements of what students will experience as a result of our work. Each department or service area has established SAO's and assessment measures to demonstrate that they have achieved the SAO. We now have 2 years of data to demonstrate improvement in each SAO.

As a part of our mission fulfillment process in 2017-2018, the College recognized that our planning model and processes needed further development. Throughout 2018-2019, we have collaborated with staff and faculty across the college to improve our model.

1. We needed a clearer structure to support 'closing the loop' and aligning our current projects with our assessment results from the previous year. We have implemented centralized tracking of SAO's and strategic projects (projects which reach across college departments and are designed to move the College toward its goals) and have tied each SAO and strategic project to a core theme objective. These tracking documents are shared across college leadership and allow leaders to see the work that is occurring college-wide, rather than efforts being siloed within departments.
2. We needed to synchronize our SAO cycle with our budgeting cycle, so that strategic projects that emerged from SAO's are funded in a timely way. Typically budget requests are due in January, long before we know if our current efforts are having an impact. The College has implemented a 'project check' to our process. Once our annual strategic plan measures and SAO performance are evaluated for the previous year, we set goals for the coming academic year informed by those data. We then confirm that budget requests from the previous budget cycle are aligned with those goals. This insures that our budgets are aligned with our strategic goals.
3. We need to more clearly articulate the connections among the SAO planning cycle, college-wide goals and projects, and the three-year reviews. The diagram below illustrates how quality improvement is occurring within at the operational level through the assessment of SAO's and three-year reviews, and at the strategic level through strategic projects which are designed to improve performance on our core theme objectives.
4. The fulfillment of our mission needs to be assessed more broadly and to take all these planning activities into account. Beginning in this report, we will include a more substantive discussion of these key planning activities within our assessment of each core theme. We will still measure mission fulfillment quantitatively, as illustrated below, but we will share a qualitative discussion of relevant SAO's and

projects to illustrate how the work of departments is impacting core theme performance.



GUIDED PATHWAYS

In 2017-2018, TBCC began implementing significant reforms, many of which fall under the Guided Pathways umbrella. The Oregon Pathways project launched that year is intended to support community colleges in the design and implementation of structured academic pathways. This project builds on the research of the Community College Research center and is intended to increase completion rate and student success.

As TBCC learned more about the Guided Pathways model, it became clear that these reforms would benefit our students. TBCC joined the project as a part of the second cohort in the spring of 2019. Our initial assessment indicated that we had implemented many of the essential Guided Pathways practices, but needed to scale them for all students and in all programs of study. The four main pillars of Guided Pathways are:

1. Mapping pathways: Both full and part-time pathways have been created for each of our career-technical and articulated transfer programs, which helps students understand the courses needed and how long completion will take. We have also guaranteed that courses will be available when students need them by creating a

two-year schedule. Our next step will be to create program curriculum maps for transfer areas as well.

2. Helping students choose and get on the path: We have implemented mandatory advising, so students meet with an advisor before they register for classes each term. This helps student to choose a pathway and enroll in the right courses to complete. We have also streamlined developmental education in both math and reading/writing, so that students can be successful and move on to college-level courses more quickly to keep them engaged.
3. Keeping students on the path: We are using an early alert system (Drop-out Detective) to support communication between faculty and advisors, so struggling students can be identified and offered support before they get off track. The College improved tutoring, including the creation of a writing studio and a math studio to support students in these developmental courses. We have also shifted our course scheduling so that key courses in a program do not conflict and slow student progress.
4. Ensuring that students are learning: TBCC implemented a system for measuring learning outcomes for every course and every term, and we are actively using these assessments to improve courses. Faculty are actively engaged in this cycle of assessment every term.

Guided Pathways reforms are not one-off initiatives, but are coordinated efforts that must occur across the College. This work will take multiple years to complete. We currently have three committees of staff and faculty working at further implementation. An advantage of being a small college is that these committees include more than a quarter of our staff and full-time faculty, with participation of each department. In the coming year, these committees will identify a set of outcomes to track student momentum, refine the pathways and identify meta-majors, identify key loss points during admission, orientation and first term, and build supports to address these loss points.
















MISSION FULFILLMENT

Tillamook Bay Community College (TBCC) has defined mission fulfillment, both overall and within each Core Theme, as attaining 70% of all measures within the achieved or minimally achieved range. The achievement of each indicator is determined by comparing the current statistic with the threshold levels for each measure. These levels are:

 Green – Achieved
  Yellow – Minimally Achieved
  Red – Not Achieved.

INSTITUTIONAL PLANNING?

Tillamook Bay Community College Strategic Plan 2017-2021 89% Mission Fulfillment Achievement Rate

Core Theme: Educational Excellence (87% achievement rate)	2018-2019	(2017-2018)	Threshold	
EE1 - Students make consistent and timely progress toward their individual educational				
EE1.1 - Pre-College Math Course Completion	 0%	1%	>= 2% Increase: Green, 0-2% Increase: Yellow, <0% Increase: Red	No change from the previous year's completion rate of 68%.
EE1.2: Term-to-Term Retention	 74%	73%	>=75%: Green, 70% - 75%: Yellow, < 70%: Red	1 pp increase from previous year.
EE1.3: Year-to-Year Retention - Full Time Students	 66%	69%	>=60%: Green, 60% - 50%: Yellow, < 50%: Red	3 pp decrease from previous year.
EE1.3: Year-to-Year Retention - Part Time Students	 28%	24%	>=30%: Green, 30% - 25%: Yellow, < 25%: Red	4 pp increase from previous year.
EE2 - Students exhibit successful completion of credit degrees, certificates, and/or licensing/certifications or transfer.				
EE2.1 - Degree Completion - Full Time Students **	 28%	33%	>=3% increase: Green, 0-3% increase: Yellow, < =0% increase: Red	Year-to-year increase in the % of students completing (10 of 36 full-time and 4 of 128 part-time students completed).
EE2.1 - Degree Completion - Part Time Students **	 3%		Comparison data are not available, but the College recognizes this rate is too low - and shows in the 'red'.	Cohort includes students with a transfer degree as their goal.
EE2.2 - Four-Year Transfer Rates **	23%		Comparison data are not available, and a clear external benchmark does not exist, so no threshold is indicated.	
EE3 - Students achieve student learning outcomes.				
EE3.1 Course Learning Outcomes	 77%	60%	>=70%: Green, 60-69%: Yellow, <60%: Red	Measured by the percentage of students assessed as 'competent' or 'advanced'. 90% of courses reviewed this year, compared with 22% in previous year.
EE3.2 Program Learning Outcomes	 75%	58%	>=70%: Green, 60-69%: Yellow, <60%: Red	
EE3.3 Institutional Learning Outcomes	 76%	58%	>=70%: Green, 60-69%: Yellow, <60%: Red	
EE4 - Student needs are met through comprehensive support services.				
EE4.1 - Textbook Savings to Students	 \$157,322	\$164k	>= \$150,000 annually: Green; \$125,000 - \$149,999 annually: Yellow; < \$125,000 annually: Red	Savings from the use of low or no cost educational materials.
EE4.2 - Use of Advising Services	 90%	89%	>=80%: Green, 70-79%: Yellow, <70%: Red	Percentage of students responding positively on survey.
EE4.3 - Awareness of Availability of Tutoring Services	 71%		>=75%: Green, 65-64%: Yellow, <65%: Red	
EE5 - TBCC fosters a safe and inclusive environment in which all community members are welcomed and supported, and all perspectives and contributions are valued.				
EE5.1 Faculty and Staff Perception of Climate	 64%	66%	>=70%: Green, 60-70%: Yellow, <60%: Red	Ratings of the climate as welcoming, supportive, safe, and inclusive.
EE5.2 Student Perception of Climate	 77%	78%	>=70%: Green, 60-70%: Yellow, <60%: Red	
EE6 - The College will develop a culture of using data to inform decision making and monitor student success.				
EE6.1 Data Capacity and Accessibility	 76%	88%	>=80%: Green, 70-80%: Yellow, <70%: Red	Percentage of staff rating data as accessible and used for improvement.

** These measures have been redesigned, so only baseline data are available.

The Core Theme of Educational Excellence demonstrated an 87% achievement rate – up from the 64%, in part due to improvement in the learning outcome rates as a result of intensive work by the Office of Instruction and faculty.

- EE1.1 Pre-College Math Course Completion – We found no change in completion rate for pre-college math, but the Office of Instruction implemented reforms that will continue in the coming year. We piloted an ALEKS math cohort in winter term of 2019. ALEKS is a personalized and interactive software that moves students through the developmental math sequence by engaging students in their areas of need (and not wasting time on areas they have already mastered). Students can move through the three-course sequence in as little as one term. We found 80% of students passed this course compared with 50% in the traditional courses taught that term. We will move all developmental math to this model in 2019-2020, which aligns with the second pillar of Guided Pathways.
- EE1.2 Term-to-Term Retention – Term-to-term retention increased slightly last year, and the six-year trend is improving. While a good deal of Guided Pathways reforms are focused on retention, there are specific projects that will be implemented this year.
 - The Business Office is tracking the percentage of students who are unable to register, due to holds from a financial account balance for the previous term, as one of their SAO's. They implemented a new collections system for communicating with students about financial holds including additional mailings, calls and emails during the term. These efforts were only marginally effective with 8.4% of students showing a hold in fall 2017, compared with 7.9% in fall of 2018. This expanded collections processes will continue in 2019-2020, with the addition of expanded financial aid calendars and increased publication of deadlines.
 - Financial aid advisors have also created improved tools for communicating with students about their aid and balance due, budgeting, and options for paying their bill. These simple worksheets will be used with each student each year to promote understanding of costs and increase retention.

- EE1.3 Year-to-Year Retention – TBCC is not retaining first-year students at a high rate. We saw a decrease in the retention rate of full-time students (from 69% to 66%) and an increase in the retention rate of part-time students (from 24% to 28%), but both rates can be improved. Many of the reforms in Guided Pathways described previously will impact retention in the long run. Our Student Services team has developed both a Dropout Prevention Plan and a Strategic Enrollment Management Plan that will focus on promoting retention.
- EE2.1 Degree Completion – The College’s Data Team revised our degree completion measure to make it a more reliable indicator of student success. The revised measure includes all ‘new to TBCC students’ no matter in what term they begin. We also extended the time to earn a degree to 12 quarters for full-time students and 16 quarters for part-time students. This measure better captures our student population and their time at the college. However, because of this unique measurement, we are unable to use external data to benchmark and set thresholds. We recognize that our performance is too low; therefore, we set growth thresholds, defining ‘green’ as growth of 3 percentage points. In addition to the Guided Pathways reforms and the interventions described previously to increase retention rates, Student Services are improving the accessibility and use of career education plans (CEP’s). We know that students who have a clear plan are more likely to be successful, so advisors are ensuring that all students make a CEP during their first year and they are adjusted to accommodate part-time students. The team is monitoring this SAO each term and making CEP’s available online.
 - College leadership reviewed these rates and the College will set a goal for 2020 of ‘doubling the number of graduates’. Because most of our students are part-time, success is measured over four years. Any reforms implemented now will take time to bear fruit.
 - To monitor our progress, we are implementing a series of leading indicators that we will track each quarter, to demonstrate improvement. In addition to retention, we will track credit, gateway, and program

momentum measures. These will also be required to measure as part of our Guided Pathways process.







- The Office of Institutional Effectiveness will build a 'student success dashboard' which includes these leading indicators, and will provide more real-time feedback on the impact our reforms are having. The office will also lead quarterly reviews of these measures to provide staff and faculty with the chance to better understand our progress, and see how the work of each team can impact our 2020 goal.
- EE2.2 Four-Year Transfer Rate – The College's Data Team has developed a measure of transfer rate based on the population we serve. We are measuring the percentage of 'first time at TBCC' students with the goal to transfer, who transfer to a four-year school within 16 quarters. Similar to our measure of graduation rate, we are including students who begin in any term, and are tracking them for 16 quarters. For the cohort of students beginning in 2014-2015, we found that 23% transferred. We are unable to reach further back and identify cohorts of students who began earlier, because TBCC was accredited through Portland Community College (PCC), so TBCC students were identified in the National Student Tracker as PCC students. The 2014-2015 cohort is the only cohort available, so we do not have trend data to set a threshold. Therefore, we have not included this measure in mission fulfillment, but will in 2019-2020.
- EE3 Learning Outcomes – Faculty and the Office of Instruction have done significant work to build and implement a process for assessing student learning outcomes across all courses. In 2017-2018, 22% of courses were reviewed, but this figure jumped to 90% in 2018-2019. The percentage of students assessed as 'competent' or advanced has jumped dramatically with this more complete review. This objective has three measures. These look at the learning outcomes assessment levels for course, program, and institutional learning outcomes. All three levels of student learning outcomes assessment are above the green threshold.
- EE4.1 Textbook Savings to Students – The use of open educational resources (OER) continues, resulting in significant savings to students, over \$157k in 2018-

2019. While there will be no significant changes to this program for the ensuing year, we will be offering professional development to faculty concerning OER's. Additionally, faculty will be informed about help that is available to find and utilize OER's from our library personnel as well as the state OER librarian.

- EE4.2 Use of Advising Services – Students continue to positively rate advising services. In 2018-2019, 90% of students rated advising services as available and sufficient to meet their educational goals, up slightly from 89% in 2017-2018.
- EE4.3 Awareness of Availability of Tutoring Services – As a part of our annual Student Climate Survey, we give students the opportunity to indicate their awareness and use of tutoring services. For last year's survey this section was optional and most students did not complete it, so results weren't valid. This year, students were required to complete it. We found that 71% of students were aware of the four primary tutoring services, which include net-tutor (an online tutoring service), peer tutoring, the writing studio and the newly created math studio. Awareness should increase in 2019-2020 because of improved communication with students.
- EE5.1 Faculty and Staff Perception of Climate – For the second year, we have included a set of items to rate dimensions of the campus climate in the Staff/Faculty Climate Survey. Ratings dropped only slightly from 2017-2018, but the College sees creating an inclusive climate as essential work. The measures are a composite of four dimensions: safety, 'welcomingness', inclusivity, and diversity.
 - The College has focused on increased efforts on emergency preparedness in 2018-2019. Our annual survey data suggest that most people report feeling safe on campus, but too few use Flash Alert, our emergency notification system. We are conducting regular drills (fire, earthquake and lockdown), and providing regular safety communications to students, staff and faculty. We are also exploring an alternative to Flash Alert that is 'opt-out' and would boost participation.
 - The Equity and Inclusion Committee and college leadership are continuing to implement strategies to improve the climate, with a focus on developing a

curriculum and capacity for staff and faculty professional development around equity, inclusion and cultural competency.

- EE5.2 Student Perception of Climate – The College uses the same 10 dimensions within the Student Climate Survey, and these ratings are used to create the same composite score. Student ratings remain above the green threshold.
- EE6 Data Capacity and Accessibility – We have discontinued our participation in the ICAT survey so this measure has been revised, to use staff and faculty ratings from our campus climate survey instead. Staff and faculty have been rating the extent to which ‘data are accessible and used for improvement’ for the last two years, and we found that ratings dropped from 88% positive last year to 76% in 2018-2019. This measure is a service area outcome for Institutional Effectiveness. A strategic project next year will include expanding the ways that data are shared with staff and faculty, including the creation of a student success dashboard to include SEM and Guided Pathways measures, the creation of a central site for sharing all data reports, and increased communication with staff and faculty at all-staff meetings and in-service.

Core Theme: Economic Success (83% achievement rate)	2018-2019	(2017-2018)	Threshold
ES1- The college programs and services support and advance local business growth through training and skill building opportunities.			
ES1.1 - Customized Training	 \$0		>= \$35k annually: Green; \$20k - \$34.9k annually: Yellow; < \$20k annually: Red
ES1.2 - Quality Training and Business Advising	 7.0%	4.6%	>=2.5%: Green; 1.5% - 2.49%: Yellow; <1.5%: Red
ES2: College operations generate sufficient resources to support long term financial stability of the college.			
ES2.1 State Reimbursable Student FTE	 +5.0%	7.0%	>3% increase: Green; 0-3% increase: Yellow; <0% increase: Red
ES2.2 Ending Fund Balance as Percentage of the General Fund	 39%	40%	>=23%: Green; 15% - 23%: Yellow; <15%: Red
ES3: TBCC maintains its educational infrastructure to support effective teaching and			
ES3.1 Instructional Infrastructure and Services are Appropriate to Meet Educational Goals.	 89%	80%	>=80%: Green; 70-79%: Yellow; <70%: Red
ES3.2 Network Backbone and Hosted Services Uptime	 98%	99%	>=99%: Green; 97-99%: Yellow; <97%: Red

The Core Theme of Economic Success achieved an 83% achievement rate that reflects strong connections with the community, financial stability and the investments made in instructional infrastructure.

- ES1.1 Customized Training – In past years, the College has provided training for local businesses through our Customized Training Program, but due to capacity issues, this collaboration has decreased. We have revised this measure to be an indicator of the dollars raised through contracted training which indicates that we are

putting resource in support of our mission. We moved this program into the Community/Continuing Education area and created a part-time position increase capacity to be able to reach out to the business community, identify opportunities for training, and help build these courses. We expect this program to grow in 2019-2020.

- ES1.2 Quality Training and Business Advising – The Small Business Development Center continues to grow its course offerings and enrollment, which generated an additional 12 FTE this year, and served 7% of county businesses, nearly twice the national rate. The Office of Instruction has an SAO focused on broadening educational opportunities that included collaborating with the SBDC to implement a truck-driver training non-credit certificate.
- ES2.1 State Reimbursable FTE – The College continues to grow, with FTE increasing by 5% last year, in a period when enrollment and FTE are decreasing in most of the other Oregon community colleges.
- ES 2.2 Ending Fund Balance as Percentage of the General Fund – As our budget grows, it makes sense to adjust this measure to the ending fund balance (EFB) as a percentage of the College's total expenditures and transfers for the year – a more stable and comparable figure over time. The thresholds for this measure are consistent with Board policy, such that EFB should not fall below 15% (or into the 'red').
- ES3.1 Instructional Infrastructure and Services are Appropriate to Meet Educational Goals – The quality of educational infrastructure is assessed through an annual survey distributed to students. Student ratings increased from 80% positive in 2017-18 to 89% positive in 2018-2019, which we believe reflects investments made in classroom technology. IT actively pursues the SAO 'Students, Faculty and Staff will experience optimum operation and efficiencies in using technology on campus that will enhance student learning'. Efforts in 2018-2019 included providing ongoing one-on-one training for faculty on technology use, and maintaining a laptop check out program which is heavily- used.
- ES 3.2 Network Backbone and Hosted Services Uptime – IT experienced a slight drop in network uptime in 2018-2019 and is focused on regular maintenance and

upgrading equipment. New antivirus software allows for closer monitoring of systems and remote assistance. IT plans the replacement of network hardware to increase connectivity in 2019-2020.

Core Theme: Leadership, Partnership, and Community Engagement (100% achievement rate)		2018-2019	(2017-2018)	Threshold	
LPCE1 – The College Foundation provides opportunities for the community to contribute to student scholarships, programs, and services of the college.					Total contributions or donations made to the TBCC Foundation (excluding capital)
LPCE1.1 – Increase in Resource Development		<div><div></div></div> \$224,066	\$150,256	>=\$100K: Green; \$85-99K: Yellow; <\$85K: Red	
LPCE2 –The college encourages employees and students to cultivate a commitment to civic engagement.					Number of events that encourage civic engagement
LPCE2.1 - Student Civic Engagement **		<div><div></div></div> 39		>= 40 events: Green; 32-39 events: Yellow; <=31 events: Red	
LPCE2.2 - Employee Civic Engagement **		<div><div></div></div> 11		>= 12 events: Green; 9-11 events: Yellow; <=8 events: Red	
LPCE3 –The college partners with the community to expand opportunities for students.					Annual survey of community partners and advisory groups Percentage of high school upperclassmen taking a Dual Credit Course.
LPCE 3.1 High Quality Partnerships **		<div><div></div></div> 89%		>=80%: Green; 70-79%: Yellow; <70%: Red	
LPCE 3.2 – Dual Credit Course Participation		<div><div></div></div> 57%	55%	>=75%: Green; 50-74%: Yellow; <50%: Red	
LPCE4 - The college promotes comprehensive and continuous advancement for all employees through professional development opportunities.					Participation in 2 or more training opportunities annually
LPCE4.1 Professional Development - Staff		<div><div></div></div> 96%	91%	Staff: >= 70%: Green, 50-69%: Yellow, <50%: Red	
LPCE4.2 Professional Development - Faculty		<div><div></div></div> 72%	17%	Faculty: >= 70%: Green, 50-69%: Yellow, <50%: Red	

The Core Theme of Leadership, Partnership and Community Engagement recorded a 100% achievement rate, based on the seven indicators with baseline data.

- LPCE1.1 Increase in Resource Development – The TBCC Foundation continues to support the College and exceed the green threshold. Performance in this area has been strong, so the thresholds will be increased in 2020, based on the 3-year average donations, which will be a more stable benchmark of performance. The Foundation increased capacity this year, established a grant program and hired a grant writer and marketing specialist. The focus in the coming year will be on increasing support of scholarships, promotion of scholarships, fundraising efforts, and further development of the grant program.
- LPCE2.1 and LPCE2.2 Student and Employee Civic Engagement – The College values civic engagement and encourages students, staff and faculty to lead and participate in community events. The Data Team recommended revising this objective to include staff and faculty, and to adjust the measures to reflect the college's support and sponsorship of civic events. The College also adopted a definition of civic engagement: "Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting

the quality of life in a community, through both political and non-political processes” (excerpt from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, 2000). The revised measures count the number of civic events occurring annually (events organized and held on campus where the community is invited) and avoids the challenge of tracking attendance. The thresholds are based on current year performance. To achieve the green threshold next year will require increased efforts. The College’s Advancement team plans to work with our Equity and Inclusion Committee to implement three civic engagement events next year, including a fundraising event for the food pantry, an art showcase and fundraising reception, and an event recognizing either Black History Month or Women’s History Month.

- LPCE3.1 High Quality Partnerships – The College partners with a variety of industry representatives that help advise TBCC staff on our instructional programs. The College holds quarterly meetings with these advisory committees for each of our Career-Technical Education (CTE) programs, as well as collaborative groups of representatives from local educational institutions. The Data Team designed and implemented a survey to assess the quality of these partnerships. Ratings were overwhelmingly positive, with only a few neutral ratings.
- LPCE3.2 Dual Credit Course Participation – A strong focus of our Office of Instruction has been improving the partnerships with local high schools and offering more dual credit courses for students. We found a 4% increase in participation in dual credit courses by upperclassman in the county. Improvement was also demonstrated with the number of dual credit courses taught (an 8% increase). Perhaps more importantly, over this past year the entire dual credit system has been audited and improved. We have a handbook for dual credit faculty, dual credit students, and dual credit high schools. We have a faculty approval process, and for those that do not meet qualifications, we have a very robust sponsored dual credit model that pairs dual credit faculty with college faculty to work together on alignment, rigor, and common assessment. These improvements have been noted statewide and we were asked to provide dual credit in Washington County (outside of our district) based upon our strong model.

- LPCE4.1 and LPCE4.2 – College leadership improved the process for providing professional development opportunities this year, by clearly defining professional development, increasing the budget for professional development, and establishing a process for staff and faculty to request professional development funds which is more equitable. On the recommendation of the Data Team, we implemented a new tracking system that was more accurate. The Office of Instruction implemented regular trainings for adjunct instructors as well, requiring at least one training for every quarter they teach. These steps produced a significant increase in the percentage of staff and faculty participating in two or more professional development opportunities. We also raised the thresholds for faculty to mirror those for staff, based on the recommendation of the Office of Instruction. Putting resources towards professional development has allowed us to make progress on this measure and accomplish important work.

Overall, TBCC exceeded the green or yellow threshold in 89% of the 28 measures with data and thresholds. The College achieved the green or yellow in 87% of the 15 measures in Educational Excellence, 83% of the six measures in Economic Success, and 100% of the seven measures in Leadership, Partnership and Community Engagement. TBCC has successfully met Mission Fulfillment for 2018-19. We recognize the need to improve our performance with several measures, especially in Educational Excellence. As outlined above, much of our work will focus on increasing the percentage of students earning certificates and/or degrees, as well as the other measures that did not reach the green threshold level.

PROGRAM AND SERVICE AREA REVIEWS

The College reviews each academic program and service area every three years. This review includes an identification of trends and challenges, an analysis of progress made toward meeting service area outcomes, and for academic programs a thorough review of enrollment and completion data. In 2018-2019, this included four service areas and three academic programs.

THE OFFICE OF THE PRESIDENT

The Office of the President oversees the operation of the College and is the main connection with the communities in Tillamook County. The President represents the college in many community, regional, and state meetings and events. He leads the college Leadership Team, College Council, and full staff meetings. Work through this office impacts all three core themes.

One of the main areas of focus of the Office of the President is to be visible in the community and keep them informed on what the College is doing and listen and look for ways we can partner with other organizations and agencies in the county to benefit our students. The operative word in community colleges today is partnerships. This seems to be even more important today than it has been in the past, with tight budgets and limited resources, we need to work with others to leverage resources and get more done. This is especially true in small rural areas like Tillamook County.

The other focus of the Office of the President is to lead the planning efforts of the College and keep us moving forward to identifying and achieving goals that again benefit our citizens and students. This also involves being the lead cheerleader for the College. There is always so much work to be done in all departments that it is easy to get lost in the details and the weeds. It is important to have the leaders of the College always able to pull themselves out of the weeds periodically and look at the big picture and how everything fits together to make us successful.

The strategic efforts this year will focus on increased communication with the faculty and staff, and we will also assess the effectiveness of communication with the Board, community, and students. This work is in direct support of each core theme.

THE OFFICE OF ADVANCEMENT

The TBCC Office of Advancement is responsible to lead the marketing, communication, community engagement, and resource development efforts for the College. This includes planning and executing a comprehensive, proactive communication strategy that advances the mission and goals of the College and promotes major initiatives, programs, services, and events. Additionally, the department manages fundraising and

resource development efforts to meet institution goals through grant writing and work conducted by the TBCC Foundation. The TBCC Foundation is a separate 501.c3 public nonprofit that has a 15-member board of directors. Oversight of the Foundation is managed by the Executive Director of Advancement and TBCC Foundation.

The Office of Advancement experienced significant challenges in staffing during the 2017-2018 and 2018-2019 academic year. The department was without staff for the last four months of 2018 with the exception of the Executive Director. Three new positions were filled during the first half of 2019. The two new positions were a Grant Writer and Marketing Specialist. For 2019-2020, the focus for the department will be to build a strong team, develop office procedures, and learn how the team supports the work of other departments at the College, the Strategic Plan and Core Themes, and the wider Oregon community college network. The benefit of these new team members is their experience and talents that will help move marketing and fundraising initiatives beyond what has been accomplished to date to more innovative and targeted strategies.

The Office of Advancement 2019-2020 project list was developed to support four key TBCC Strategic Initiatives: The TBCC Strategic Enrollment Management Plan, a transition to Guided Pathways, the TBCC Foundation Three-Year Strategic Plan, and to improve measures under the Leadership, Partnership, and Community Engagement Core Theme. Specifically, the department will research new digital media trends that could be utilized when developing recruitment materials specific to targeted audiences to support enrollment strategies. The team will work with the Equity and Inclusion committee, TBCC Foundation, and other partners throughout the college to implement three new community/civic engagement events to support fulfillment of the LPCE Core Theme. The team will streamline the newly created Grants program, begin research to develop an alumni association, and develop a fundraising and communication plan for 2020 to cultivate and retain donors. These projects support LPC1.1, resource development.

INFORMATION TECHNOLOGY (IT)

The Information Technology Department (IT) is responsible for ensuring that all computer, network, phone, email, and related services are up and running at all times. In our modern age of internet connectivity this is a critical component of any organization. Communication channels depend on email being available 24/7 and indeed our society at large has come to expect this kind of “always on” service.

A primary challenge faced by this team is staffing and capacity. The IT Coordinator is leaving in October which leaves the department with inadequate staffing. It is becoming more and more apparent that we need help desk and hardware support, due to current needs as well as our expanding faculty. We are considering how to allocate work moving forward and may be able to contract for specific specialty services. Technology has advanced to the point where it is more feasible to contract for specific specialty services than to hire it in house in an organization as small as ours. We now have hosted email, hosted eCatalog, hosted Learning Management System, Policy site and hosted Website. While we do some management on each system the day to day maintenance is part of the contract.

A strategic project in IT is to assist Student Services with a way to send text messages to students. The new version of Jenzabar has the capability to send texts to students with the right service. We have the service identified which we plan to use, then the extraction of student populations must be done. These extractions must be easy to use to be effective. We will continue to work with faculty to support their efforts to more fully engage a wider range of students with visual aids. The projectors we installed have many more capabilities to interact with students, but faculty must be made aware of the capabilities then shown how to take advantage of those capabilities.

FACILITIES AND SAFETY

The Office of Facilities and Safety is responsible for supporting and maintaining the campus to meet the physical needs of staff, faculty, students and the community for delivering quality education in a safe and secure environment. The efforts of the staff,

along with contracted service providers, keep the physical plant of the College in quality operating condition. Regular inspection by the College Safety Committee helps identify and address needs related to the environmental health and safety of the campus.

A challenge is the perception that some have regarding safety. TBCC is required to provide yearly statistics, from local police and sheriff departments, for crimes committed on or near the college's five main facilities throughout the county. This information is available on the college website in accordance with US Department of Education requirements. The college routinely has no reportable crimes, however responses to the Annual Campus Climate Survey tells us there are those who do not feel safe.

A strategic project for this academic year is continued work to improve this perception. The college will run regular drills throughout the year. These will include fire, earthquake, and lockdown drills. In addition, there are plans to offer a women's self-defense class and an active shooter training. The college will develop an Emergency Management Plan to respond to specific incidents and natural disasters that may affect the campus environment and safety.

CRIMINAL JUSTICE

Tillamook Bay Community College's (TBCC) Criminal Justice and Public Safety (CJ/PS) program is designed to meet a broad range of student needs by engaging them in a learning process that involves critical thinking, and active participation with law enforcement personnel and medical services staff. The curriculum courses have been successfully organized so that they have an overall application to recent high school graduates, incumbent workers, those seeking a career, and potential four-year transfer students.

There is limited data available to evaluate the effectiveness of this program's retention and completion rates, as enrollment fluctuates and is often quite small. We do see that course completion rates in criminal justice courses are quite high (an average of 90%).

Faculty, the program advisory committee and the Office of Instruction will be evaluating the program to identify areas for expansion and updating course content to include cybercrime and cyber security, human trafficking, wrongful convictions, and first step program reform act. The Office of Instruction will also be expanding dual credit offerings and expanding marketing efforts to increase awareness of the programs.

ABE/GED/ESOL

There has been good work happening in Adult Basic Education/General Education Diploma and English for Speakers of Other Languages (ABE/GED/ESOL).

ABE/GED/ESOL and this work is continuing. Important findings show that program enrollment has dropped significantly over time. Decreasing numbers in this program is actually a good thing. More students are jumping right into college courses (both college and pre-college level). This seems to indicate that most students are coming to us at the high school level and higher, or when coming to us at a lower level, we can support them through our developmental education courses (a statewide goal).

Our data collection for this population is limited and of questionable value. We need to implement better processes for consistent tracking (enrollment, course completion, GED completion, college enrollment from GED, and subsequent success rate by gender and ethnicity). This will allow us to monitor our interventions and determine success over time.

Our immediate goals need to focus on; a) increasing the successful completion of GED students, particularly women and LatinX students; b) securing long term funding ; c) increasing the conversion rate from GED to college credential, certificate and/or program completion; and, d) develop data collection methods (and a system for who is responsible for monitoring these numbers).

MIT

The Manufacturing and Industrial Technology (MIT) program prepares students to enter the workforce in manufacturing and industrial maintenance. The program is designed to

be broad enough to apply to a variety of fields, yet specific enough to address technical competencies needed to complete the work. The program is very customizable allowing a student to develop an individual training track. At the core of the program is the MSSC CPT, a 50-state-recognized manufacturing credential. In addition to the core, students, through electives, can focus on fields such as programming, welding, and machining. Graduates in the MIT program are able to enter the workforce across a broad spectrum of opportunities in Tillamook County.

In comparison to other programs, we find the MIT program stands alone in many ways; in part because colleges of similar size in the state do not offer this type of program. Larger colleges offer components of the program, but the tracks are separated into larger degree offerings. The MIT program, although similar to other college offerings, is as distinct as Tillamook County.

Reviewing the last three years, we see that some students use this program for targeted training rather than for degree completion. We also see that our advising committee hosts major stakeholders in the area, and so program offerings align well with the direct needs of Tillamook County.

We recognize the need to expand dual credit, to create a clearer pipeline from high school to college, and market to more diverse populations. As our enrollment and fill rates increase, we require additional equipment to increase offerings to meet demand. Along with increased enrollment, many of the local industries are in expansion and require more employees with these skillsets. Based on current enrollment and student progress, over the next year, a series of graduates will leave the program and fill that need.

SUMMARY AND NEXT STEPS

Overall, TBCC exceeded the green or yellow threshold in 89% of the 28 measures with data and thresholds in all three Core Themes, and over 70% in each of the core themes, and has therefore successfully met Mission Fulfillment for 2018-19. Although

we showed strong performance in each core theme, we have identified 'educational excellence' and specifically completion rate as our focus for the near future. The American Association of Community Colleges along with the Community College Research Center recommend that colleges 'commit to explicit goals for college completion'. TBCC has identified 'doubling the number of graduates' as our goal for 2020. To reach this goal, we are implementing the reforms of Guided Pathways. As a part of our implementation, we shared our completion rate data with all staff and faculty, and our Board of Education and began building our commitment to this long-term, college-wide work. We are more clearly aligning the SAO's and projects within each department with college-wide goals. We have begun and will continue to ensure that each employee understands their role in student success. We are fostering individual accountability through regular discussions within teams and across the college. By year's end, each employee will be able to identify how their work drives student success.

The College recognizes that our commitment to building an equitable educational institution must inform the work of each employee and permeate the efforts of every team. We are not there. Our work in this area in 2019-2020 will focus on four areas:

1. The leadership of the College will build its skills in examining our policies, practices and investments with an equity lens. We have contracted with Campus Compact of Oregon to collaborate in creating an equity lens for TBCC. College leadership and our Equity and Inclusion Committee will review existing lens documents within the context of higher education in Oregon, and practice putting the lens into use, during six workshops scheduled throughout the year.
2. As the part of our Guided Pathways work, we are shifting toward seeing our day-to-day practices as barriers to student success, rather than seeing student 'deficits' as barriers to success, but we have work to do. Campus Compact of Oregon will be conducting a mandatory training for our staff and faculty to develop a deeper understanding of oppression and inequities at the individual, institutional and systemic level. This training will also discuss othering within organizations and how campus culture is exclusive rather than inclusive.

3. TBCC has made strides in our use and understanding of institutional data, by using data more regularly in presentations and discussions, and clarifying our data definitions. We will be expanding our use of data through the development of a set of leading indicators to motivate and measure the impact of our work. These indicators will help us to identify where barriers exist in the college, and to understand which reforms are having an impact. The establishment of leading indicators is an essential step in identifying any equity gaps that exist in student outcomes. Analyses conducted over the last two years demonstrated no equity gaps in graduation rates based on race/ethnicity – in fact, Latinx students are our highest performers. But we don't have the student descriptive data required to identify gaps based in income or first-generation status. We have data collection processes in place to address this now, and we will be disaggregating both our leading and lagging indicators to better understand and serve those student populations who are not succeeding.
4. Our commitment to eliminating opportunity gaps has not translated to our definition of mission fulfillment. We have not clearly defined core theme objectives or established SAO's which explicitly address eliminating inequities. This year we will be bringing this explicit focus to our strategic work. Each department will be challenged to establish an SAO related to equity, identify an appropriate measurement tool, and determine where equity gaps exist. Based on this assessment, we will implement specific projects to eliminate these gaps.

Each of these efforts will build an 'equity-minded' college that addresses institutional barriers, pays attention to whether historically underserved racial/ethnic groups are under-represented or experiencing opportunity gaps, employs an evidence-based response, and sets clear goals for improvement.

This review suggests that while we have strong performance in many areas, improvement is needed in the Educational Excellence core theme. We believe that the interventions discussed here, under the framework of Guided Pathways, as well as a strong and explicit focus on equity, will promote greater student success.

Revisions to Policy 311

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION.....President Tomlin

A discrepancy was found in Policy 311 after revisions were done to the 400 Policies at the end of last year. We need to revise Policy 311 to eliminate the discrepancy regarding exempt staff being paid to teach classes as a TBCC adjunct. This was added to Policy 417 and we missed that the change needed to be made to Policy 311. We are asking the Board to waive the two reading rule and approve the revision to Policy 311 on the next page to eliminate the discrepancy.



NON-FACULTY JOB COMPENSATION

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Article No.: 31 1

Approved: January 5, 2009, June 3, 2013, May 2, 2016, February 5, 2018

Reference: 310.2, 309.4, 312, 313, Appendix A, B, C, Fair Labors Standards Act

consecutive days, with eight hours of work each day. With approval of the immediate supervisor and the College President, an employee may work forty hours on four consecutive working days, with ten hours of work each day. Parttime employees shall work a schedule designated by their immediate supervisor and be prorated based on FTE.

2. Exempt Employees. I)

For full-time employees, the normal workweek shall be Monday through Sunday, consisting of forty hours during five consecutive days. A workweek in excess of forty hours is exempt from overtime compensation. Part-time employees shall work a schedule designated by their immediate supervisor.

3. Rest Periods

The working day for all employees will include either one fifteen minute rest period during each four-hour work period and an unpaid meal period of not less than one-half hour for each eight hours of work; or three ten minute rest periods and an unpaid meal period of not less than one-half hour for each ten hours of work.

c. Overtime Compensation

- 1 . As provided for in the Fair Labor Standards Act and in accordance with State wage and hour law, all overtime for non-exempt employees will be calculated at the rate of one and one-half times the established hourly rate on the salary schedule for time worked in excess of forty hours per week.

D. Paying to teach a class

- ~~1. Exempt staff teaching a T-BCC class will not be compensated for teaching the class. Their supervisor needs to approve the teaching of the class, they must be qualified to teach the class and approved by the Chief Academic Officer, and agree they can get their non-teaching work completed satisfactorily while teaching the class, and it will not interfere with their main job.~~

~~Non-exempt staff teaching a TBCC class will receive compensation for teaching the class at the appropriate adjunct faculty rate. Their supervisor needs to approve the teaching of the class and they must be qualified to teach the class and approved by the Chief Academic Officer. If the class is taught during their regular work hours, arrangements will be made to flex their hours to get all their work hours into each week.~~

All staff teaching a TBCC class will receive compensation for teaching the class at the appropriate adjunct faculty rate, unless that course is part of their regularly assigned job description. Their supervisor must approve the teaching of the class, they must be qualified to teach the class, and they must be approved to teach by the Chief Academic Officer. The employee, and supervisor, must agree that the teaching responsibilities will not interfere with their main job duties. The teaching hours can then be taken as leave from their regular job schedule, flexed within the current work schedule, or may occur during their “off” duty hours, based on approval from their supervisor.

ACADEMIC CALENDAR FOR 2020-21 and 2021-22

RECOMMENDATION

First Reading

BACKGROUND INFORMATION.....CAO Rivenes

Attached please find the academic calendars for academic year 20-21 and 21-22, for your first reading. The spring break has been adjusted to match the Tillamook School District's spring break. You will also see eleven (11) non-contract days and eleven (11) paid holidays reflected. This is the first reading for accepting these calendars.



2020-2021

Yearly Academic Calendar

June '20						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July '20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '20						
Su	M	Tu	W	Th	F	Sa
						1
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September '20						
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October '20						
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November '20						
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Tillamook Bay Community College	
Registration Opens	5/25/2020
Last Day to Register	6/21/2020
Term Begins	6/22/2020
Last Day to Drop/ Payment Due	6/26/2020

HOLIDAY	7/3/2020
College Closed	7/10, 7/17, 7/24, 7/31, 8/7, 8/14, 8/21, 8/28
Fall Reg Opens	8/17/2020
8 Week Finals	8/10-14/20
8 Week End Date	8/15/2020
10 Week Finals	8/24-28/20
10 Week End Date	8/29/2020
Labor Day	9/7/2020
Grades & RFI Due	8/31/2020

Faculty Inservice	9/14-18/20
Staff Inservice	9/16-18/20
Last Day to Register	9/20/2020
Term Begins	9/21/2020
Last Day to Drop/ Payment Due	9/25/2020
Veteran's Day	11/11/2020
Last Day to Withdraw	11/13/2020
Registration Opens	11/23/2020
Thanksgiving Holiday	11/26-27/20

Finals Week	11/30-12/4/20
Term Ends	12/5/2020
Grades & RFI Due	12/7/2020
College Closed	12/21-25, 28/20, 1/1/21
Faculty Inservice	TBD
Last Day to Register	1/3/2021
Term Begins	1/4/2021
Last Day to Drop/ Payment Due	1/8/2021
MLK Holiday	1/18/2021

Last Day to Withdraw	2/26/2021
Registration Opens	3/1/2021
Finals Week	3/15-19/21
Term Ends	3/20/2021
Grades & RFI Due	3/22/2021
Spring Break	3/22-26/21
Last Day to Register	3/28/2021
Term Begins	3/29/2021
Last Day to Drop/ Payment Due	4/2/2021

Last Day to Withdraw	5/21/2021
Memorial Day	5/31/2021
Finals Week	6/7-11/21
Term Ends	6/12/2021
Commencement	6/11/2021
Grades & RFI Due	6/13/2021
student action	staff action
holidays	non contract days

December '20						
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February '21						
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March '21						
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April '21						
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May '21						
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2021-2022

Yearly Academic Calendar

June '21						
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July '21						
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August '21						
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September '21						
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October '21						
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November '21						
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Tillamook Bay Community College	
Registration Opens	5/24/2021
Last Day to Register	6/27/2021
Term Begins	6/28/2021
Last Day to Drop/ Payment Due	7/1/2021
HOLIDAY	7/5/2021
College Closed	7/2, 7/9, 7/16, 7/23, 7/30, 8/6, 8/13, 8/20, 8/27
Fall Reg Opens	8/16/2021
8 Week Finals	8/16-19/21
8 Week End Date	8/21/2021
10 Week Finals	8/30/21-9/3/21
10 Week End Date	9/4/2021
Labor Day	9/6/2021
Grades & RFI Due	9/7/2021
Faculty Inservice	9/13-17/21
Staff Inservice	9/15-17/21
Last Day to Register	9/19/2021
Term Begins	9/20/2021
Last Day to Drop/ Payment Due	9/24/2021
Veteran's Day	11/11/2021
Last Day to Withdraw	11/12/2021
Registration Opens	11/22/2021
Thanksgiving Holiday	11/25-26/21
Finals Week	11/29/21-12/3/21
Term Ends	12/4/2021
Grades & RFI Due	12/6/2021
College Closed	12/20-24/21
College Closed	12/31/2021
Last Day to Register	1/2/2022
Term Begins	1/3/2022
Last Day to Drop/ Payment Due	1/7/2022
MLK Holiday	1/17/2022
Last Day to Withdraw	2/25/2022
Registration Opens	2/28/2022
Finals Week	3/14-18/22
Term Ends	3/19/2022
Grades & RFI Due	3/21/2022
Spring Break	3/21-25/22
Last Day to Register	3/27/2022
Term Begins	3/28/2022
Last Day to Drop/ Payment Due	4/1/2022
Last Day to Withdraw	5/20/2022
Memorial Day	5/30/2022
Finals Week	6/6-10/22
End of Term	6/11/2022
Commencement	6/10/2022
Grades & RFI Due	6/13/2022
student action	staff/faculty action
holidays	non contract days

December '21						
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January '22						
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February '22						
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March '22						
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April '22						
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May '22						
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Information Only Items

RECOMMENDATION

Information Only

BACKGROUND INFORMATION ----- Chair Gervasi



Strategic Enrollment Management Plan

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONCSSO HANSON

TBCC is implementing a new 3-year Strategic Enrollment Management (SEM) Plan focusing on student recruitment, enrollment, retention and completion. Chief Hanson will update the board on the status of the plan and answers any questions.



Healthcare Pathway

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONCAO RIVENES

Tillamook Bay Community College has been working to develop a healthcare pathway. The primary reasons for developing this pathway include; a) the fact that several employers have asked for more healthcare workers; b) healthcare is a coastal workforce sector priority; and, c) three of our local high schools list healthcare as the number one pathway students are interested in pursuing. A summary of our work to date can be found on the following slides.

This work has gained attention and TBCC has been asked to present this work to local colleges and to the Southern Oregon Workforce Investment Board (SOWIB) which Darryl Spitzer and Brooke Bennett did in October. This work is still in progress and in October, Brooke Bennett brought the Medical Assisting certificate to Curriculum Committee. We will bring this certificate to you for Board approval next month.

The attached handout also shows the long term vision of the healthcare pathway.



Developing a Healthcare Pathway for Industry

TILLAMOOK BAY COMMUNITY COLLEGE

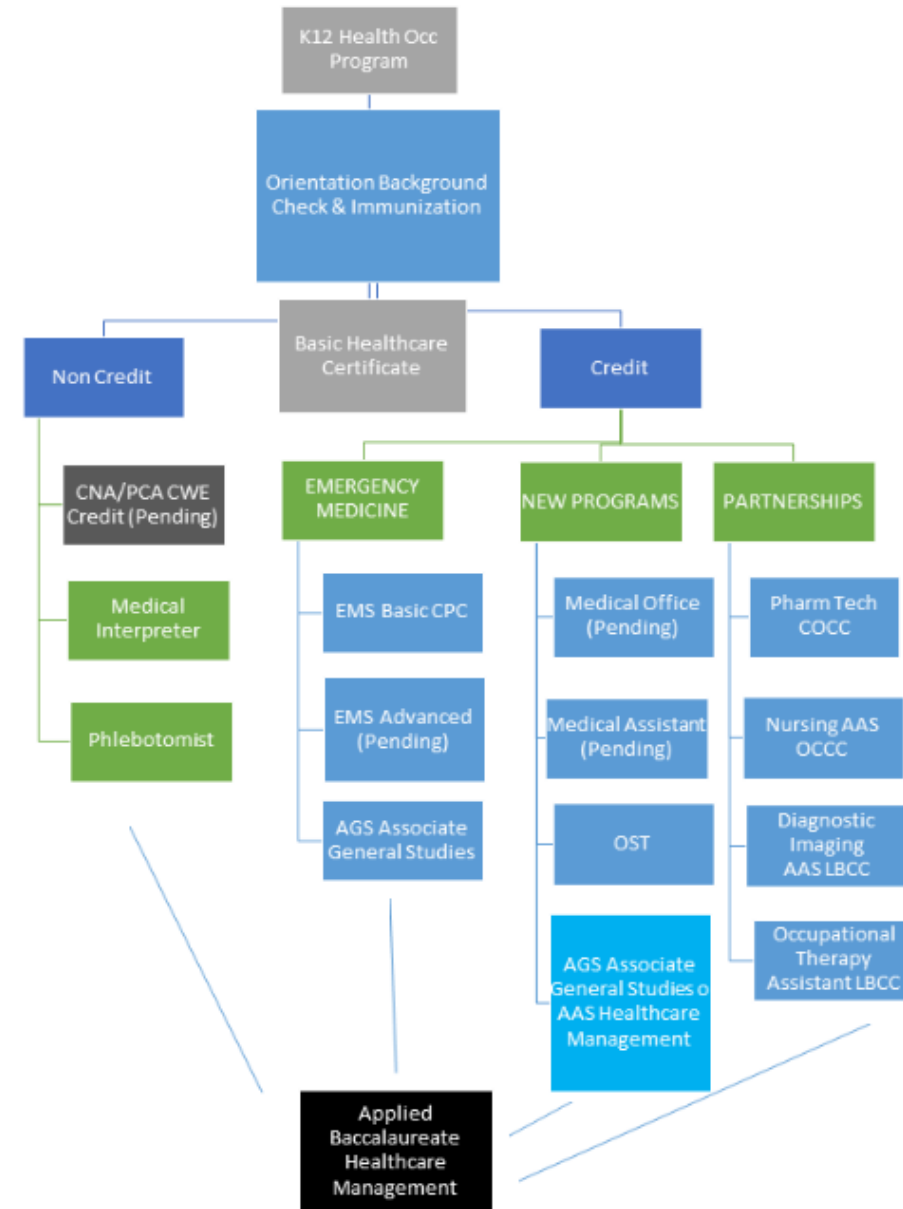
Timeline

March 2019	Invited partners in our county to the table for a listening session. We listened, they talked about their needs.
July 2019	We came back with a proposal based upon what partners asked for.
August 2019	Partners confirmed we had developed what they were asking for, but asked us to research SOWIB model.
October 2019	We brought research back, our Healthcare Steering Committee made decision on pathway(s) for our area.
Oct/Nov 2019	Marketing First Healthcare Career Fair (November 21, 4-6 pm @ TBCC)
Present	Curriculum in development and approval process

Original Partners

- CARE
- Cyrus Javadi, DDS
- Kilchis House, Assisted Living Community
- Rinehart Clinic & Pharmacy
- Nehalem Valley Care Center
- Northwest Senior & Long Term Disability Services
- Tillamook Public Health
- Adventist Health Tillamook
- Tillamook County Wellness Group
- Tillamook High School (Health Pathway)
- Northwest Oregon Works/ResCare

Product (see handout)



Medical Assistant

- For students new to the field;
 - Coursework;
 - BI112, MTH 105, PSY 101, MP 111, WR 121, HE 110, CG 130H or Basic Health Care certificate
 - Application to MA program
 - MA 110, MA 280, MA 112, MA 280B
 - 39-42 credits total
 - Prepared to sit for the NHA exam
 - Courses available day, evening and online
 - MA 110 & MA 112 hybrid (online and skills lab)
 - Hands on labs for patient care, EKG, and basic MA skills
 - Requires 6 credits of on the job internship experience
- For current Medical Assistants who are not certified;
 - Students come in and register for OST (Occupational Skills Training)
 - Start on the job immediately (credit given for internship)
 - All curriculum (MA classes) completed online
 - Student sits for exam upon completion of curriculum and internship hours
 - Using NHA (National Healthcareer Association)
 - Students receive certificate of OST and are prepared to sit for the MA exam
 - Students also receive the EKG and Basic Patient Care modules.
 - TBCC is a certified testing site for NHA exams

Occupational Skills Training

- Medical Assisting
- Dental Assisting
- Community Health Workers
- Flexible- meets needs of industry
- Student area of interest
- 50% hands-on training, 50% academics/theory
- Exploring OST for high school students

Marketing

- Healthcare Career Fairs
- Student Orientations
- Marketing Career Flyer (handout)

Benefits

- Financial Aid eligible within the Associate of General Studies
- Sustainable
- Builds a PATHWAY for students to go to school, stop and work, increase education, stop and work...
- Transferable CREDITS
- Meets the needs of our industry partners
- Does not require BOLI coordination
- Is accredited by NWCCU and approved by the state Higher Education Coordinating Committee

We Need YOU!

- Marketing the programs
- Attending healthcare advisory board meetings and having a voice at the table
- Being clear about what you want and providing us with feedback
- Crafting outcomes that represent the employees you want to hire
- Teaching your expertise to students
- Providing clinical placements for students and helping craft the future of young professionals
- Supporting educational programs with supplies, teaching materials, resources
- Healthcare career fairs, school visits, etc.
- Attend TBCC Healthcare Career Fair – Nov. 21, 4-6 p.m.

Questions



Proposed TBCC Healthcare Pathway

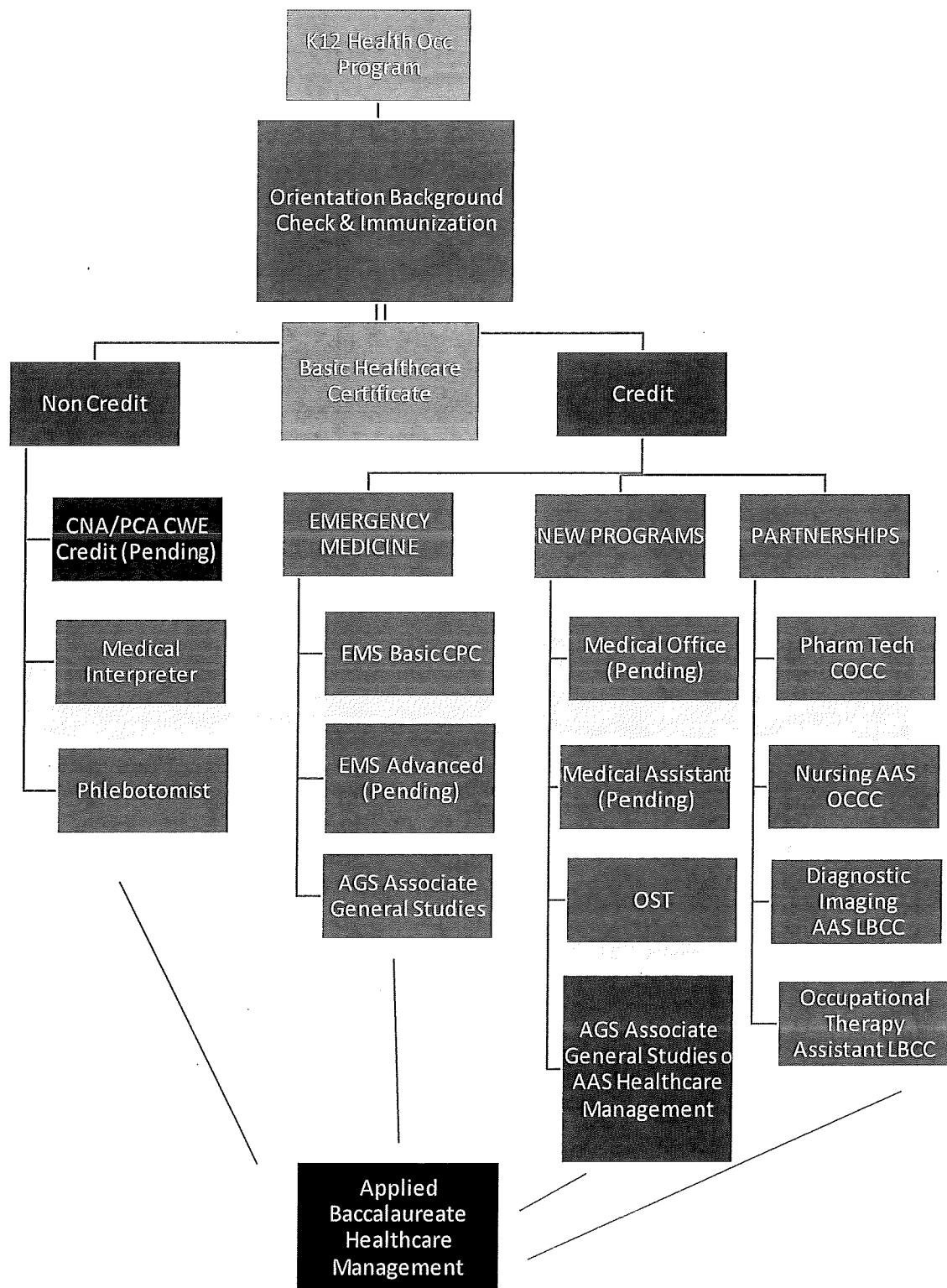
Name Program	Course Details	Additional Items	Jobs
K12 Health OCC Program	MP111, HE110, HE112, CG130H, BI121 (Pending), Phlebotomy,		CNA/PCA
Basic Healthcare Certificate	MP111, HE 110, HE112, CG130H, BI121, CWE 280	Background, Immunizations	CNA/PCA
EMS Basic	EMS 100, EMT105, EMT106	Background, Immunizations	EMT
EMS Certificate	EMT105, EMT106, HE110, HE112, MP111	Background, Immunizations	EMT
Phlebotomy	Phlebotomy Part 1 and 2	Background, Immunizations	Phlebotomist
EMS Advanced	TBD	Background, Immunizations	EMS
Medical Office	TBD	Background, Immunizations	Medical Office
Medical Assistant	TBD	Background, Immunizations	MA
Occupational Skills Training (OST)	TBD	Background, Immunizations	Wide Variety i.e. Billing Coding/

Proposed Timeline

Research		Proposal		Advisory Committee		Design Program		Curriculum Review		Career Work Experience/Clinical Sites	
Estimated Timeline											
<input type="checkbox"/>	March-July 2019	Meet with local regionals partners and research other healthcare programs.									
<input type="checkbox"/>	July 2019	Propose Healthcare Pathway									
<input type="checkbox"/>	Aug 2019	Establish TBCC Healthcare Advisory Committee									
<input type="checkbox"/>	Aug-Sept 2019	Launch 1 st HC Orientation									
<input type="checkbox"/>	Sept-Nov 2019	Develop HC Pathway: Curriculum Outline, Assessments, Clinical Requirements, Instructors, Promotional Materials									
<input type="checkbox"/>	Oct 2019	Winter Healthcare Career Fair									
<input type="checkbox"/>	Nov 2019	Launch 1 st Healthcare Advisory Committee Review of curriculum sequence									
<input type="checkbox"/>	Nov-Dec	Offer 2 nd HC Orientation									
<input type="checkbox"/>	Jan 2020	Submit Certificates for approval (HECC, NWCCU)									
<input type="checkbox"/>	Jan 2020	EMS/Phlebotomy Program Start									
<input type="checkbox"/>	Feb 2020	Hold follow up HC Steering Committee Meeting									
<input type="checkbox"/>	Mar-May	Develop skills assessments and final exams									
<input type="checkbox"/>	Mar 2020	Potentially launch year 1 Medical Office and Medical Assistant Program									

10/3/2019

Proposed TBCC Healthcare Pathway





LAUNCH INTO A CAREER IN HEALTHCARE AND EARN \$ WHILE YOU EARN AN EDUCATION!

Tillamook Bay is committed to building a strong pipeline in a healthcare careers. Once a student is approved in the program, they can jump right into employment and incrementally work towards pay increases and other benefits. Students in the pathway will gain technical skills and earn advancement opportunities throughout the program. Training opportunities will include careers from the list below.

Open Orientation: August 20th 9:00 am – 3:00 pm Tillamook Bay Community College

COME LEARN MORE!

Career Opportunities	Education	Employer	Potential Wages
Emergency Medical Services: Basic	Emergency Medical Services Certificate	Fire Dept., Adventist Health	\$10.77/HR
Cooking and Cleaning Aide	High School Diploma/GED	CARE (Contact Tracy) 503-801-1529	\$11.50/HR plus*
Certified Nursing Assistant/Personal Care Assistant (CNA/PCA)	High School Diploma/Basic Healthcare Certificate	CARE (Contact Tracy) 503-801-1529	\$11.50/HR plus*
Medication Aide	High School Diploma/Basic Healthcare Certificate	CARE (Contact Tracy) 503-842-5261	\$11.75/HR plus*
Home Care Worker	Basic Healthcare Certificate & 6 months experience with above mentioned employer	Northwest Disability Services (Contact Jake) 503-815-2061	\$14/HR
Medical Office	Medical Office Certificate	Various providers Rinehart Clinic (Contact Kellie 800-368-5182 X173)	\$14/HR plus**
Phlebotomy	Noncredit Training	Rinehart Clinic, Adventist Health, Tillamook Public Health	\$13-\$15/HR
Medical Assistant and Certified Medical Assistant	Medical Assistant	Rinehart Clinic (Contact Kellie 800-368-5182 X173) Adventist Health (Contact Lakshmi) prakaslk@ah.org	\$15-16/HR plus**
Urgent Care Technician	Emergency Medical Services: Advanced	Adventist Health (Contact Lakshmi) prakaslk@ah.org	\$18/HR plus

This pathway is specifically designed for students who want to jump right into the workforce and gain skills while learning. We hope to benefit students who want to get real world experience learning all the skills necessary to be successful in healthcare, provide an opportunity to meet local employers, and earn more money while increasing your education.

IN ORDER TO PARTICIPATE YOU MUST:

1. Be at least 18 years old.
2. Be eligible to work in the US.
3. Pass background and immunization requirements. Cost is \$147 (some resources are available)
4. Complete first aid and CPR (or HE110/HE112)
5. Commit to participating in the training providers skills training
6. Be available to attend online or in-person trainings at TBCC as required
7. We highly encourage enrollment in healthcare coursework

TBCC EDUCATIONAL PROGRAM INFORMATION

NAME	COURSES	CONTACT INFO
Tillamook County Regional Health Occupations (offered in conjunction with TBCC and all local high schools)	CG130, HE110, HE112, MP111, (Pending approval: BI121, BI122, HE250, Phlebotomy)	Anna Kleeman kleemana@tillamook.k12.or.us 503-842-2566 X 2050
Basic Healthcare Certificate	CG130, HE110, HE112, MP111, BI121, BI122, HE250, CWE280, Phlebotomy. Coming soon!!	Kaisa Larson kaisalarson@mail.tillamookbaycc.edu
Phlebotomy	Phlebotomy 1 and 2 noncredit course	Jodi Richardson jodirichardson@mail.tillamookbaycc.edu 503-842-8222 X 1050
Medical Interpreter	Medical Interpreter noncredit course	JoAnn Critelli joanncritelli@tillamookbaycc.edu
Emergency Medical Services: Basic	CG130H, HE112, MP111, EMT105, EMT106,	Jodi Richardson jodirichardson@mail.tillamookbaycc.edu 503-842-8222 X 1050
Emergency Medical Services: Advanced **	Coming soon!!	Jodi Richardson jodirichardson@mail.tillamookbaycc.edu 503-842-8222 X 1050
Medical Office **	Coming soon!!	Kaisa Larson kaisalarson@mail.tillamookbaycc.edu
Medical Assistant **	Coming soon!!	Kaisa Larson kaisalarson@mail.tillamookbaycc.edu
Pharmacy Tech	Healthcare partnership with Central Oregon Community College	http://tillamookbaycc.edu/programs-services/degrees-programs/#hc_programs
Nursing AAS	Healthcare partnership with Oregon Coast Community College	http://tillamookbaycc.edu/2019/02/tbcc-to-host-qa-session-on-nursing-program-2/
Diagnostic Imaging	Healthcare partnership with Linn Benton Community College	http://tillamookbaycc.edu/programs-services/degrees-programs/#hc_programs
Occupational Therapy	Healthcare partnership with Linn Benton Community College	http://tillamookbaycc.edu/programs-services/degrees-programs/#hc_programs
Individual Healthcare Trainings (Occupational Skills Trainings) **	Coming soon!!	http://tillamookbaycc.edu/programs-services/degrees-programs/#hc_programs

© Pending Approval of CCWD/HECC and NWCCU

NOTE: TBCC cannot guarantee program placement with our partner institutions. The program with TBCC is distance delivery via the internet, with clinical experiences with local sites. Classes are tailored specially for students in training. Pre – requisite requirements may be required for program acceptance. Please refer to the catalog materials for more information.

*Benefits for above mentioned jobs: Personal and Sick Leave, Holidays paid overtime, free meals, 3 months raise, Bonus Pay

**Benefits for above mentioned jobs: Medical/Dental/Vision/Rx on day one of employment, Employee Assistance Program, Company paid Life, AD&D and Short-term disability, CMA's receive \$100 annual allowance for CEU's and/or recertification expenses. Employees can purchase over the counter items and other drug store sundries for 10% above cost. Vacation, Holiday, Sick/Personal

FOR MORE INFORMATION CONTACT: Advising | Tillamook Bay Community College | 503-842-8222 x1140
studentservices@tillamookbaycc.edu

Tillamook Bay Community College Board of Education Notice of Non-Discrimination

Tillamook Bay Community College does not discriminate on the basis of race, color, national origin, disability, sex, age, religion, height/weight ratio, marital status, gender, gender identity, sexual orientation, organizational affiliation, political affiliation or protected veterans with regard to employment, admissions, access to education programs or activities as set forth in compliance with federal and state statutes and regulations. Any persons having inquiries concerning Title II, Title IV, Title VI, or Title IX may contact: Pat Ryan, Director Facilities, Human Resources, Safety 4301 Third Street, Tillamook, Oregon, Room 122, Phone (503) 842-8222, ext. 1020. Any persons having inquiries concerning Section 504 may contact: Rhoda Hanson, Chief Student Services Officer; 4301 Third Street, Tillamook, Oregon, Room 114, Phone (503) 842-8222, ext. 1110

LT Check-Ins

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONEXECUTIVE DIRECTOR LUQUETTE

Executive Director Luquette will provide a quick update on items of interest from her department over the past month.



ASTBCC Report

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONPRESIDENT DONOWHO

President Donowho will update the Board on recent activities of ASTBCC and plans for the fall term.

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Financial Report

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATIONCFO WILLIAMS

The report for the month of September 2019 is available for your review.



Tillamook Bay Community College

Unaudited Summary Financial Information

General Fund

Fiscal Year-to-Date Ended September 2019

25.00% of fiscal year elapsed

	FY 2018-2019			FY 2019-2020		
	Annual Budget	09/30/18 Actual	Percentage of Budget	Annual Budget	09/30/19 Actual	Percentage of Budget
Resources						
Beginning Fund Balance	\$ 1,780,713	\$ 1,530,006.38	85.92%	\$ 1,592,675	\$ 1,625,803.23	102.08%
State	\$ 1,719,525	\$ 429,125.59	24.96%	\$ 1,979,868	\$ 531,631.11	26.85%
Property Taxes	\$ 1,285,647	\$ 5,759.83	0.45%	\$ 1,336,834	\$ 5,303.03	0.40%
Local Contracts	\$ -	\$ -	0.00%	\$ 74,000	\$ -	0.00%
Tuition	\$ 944,489	\$ 291,291.00	30.84%	\$ 973,507	\$ 375,185.00	38.54%
Fees	\$ 182,090	\$ 71,375.20	39.20%	\$ 191,406	\$ 79,975.20	41.78%
Sale of Goods	\$ 2,000	\$ 808.75	40.44%	\$ 4,500	\$ 1,074.01	23.87%
Interest	\$ 48,000	\$ 19,402.49	40.42%	\$ 100,000	\$ 30,407.96	30.41%
Rental	\$ 17,000	\$ 4,897.50	28.81%	\$ 18,000	\$ 2,735.00	15.19%
Miscellaneous	\$ 7,000	\$ 2,226.85	31.81%	\$ 10,000	\$ 9,084.37	90.84%
Transfers	\$ 88,995	\$ 9,513.75	10.69%	\$ 423,175	\$ 6,326.25	1.49%
Total resources	\$ 6,075,459	\$ 2,364,407.34	38.92%	\$ 6,703,965	\$ 2,667,525.16	39.79%
Expenditures						
Instruction	\$ 1,499,878	\$ 165,985.28	11.07%	\$ 1,939,492	\$ 293,994.10	15.16%
Instructional Support	\$ 387,671	\$ 74,127.10	19.12%	\$ 542,330	\$ 125,205.62	23.09%
Student Services	\$ 468,023	\$ 115,064.96	24.59%	\$ 544,135	\$ 112,258.77	20.63%
College Support	\$ 1,464,684	\$ 343,565.59	23.46%	\$ 1,685,232	\$ 418,546.46	24.84%
Plant Operation	\$ 367,593	\$ 90,773.88	24.69%	\$ 396,855	\$ 99,385.15	25.04%
Transfers	\$ 288,000	\$ 38,891.33	13.50%	\$ 288,000	\$ 37,249.99	12.93%
Contingency	\$ 100,000	\$ -	0.00%	\$ 107,921	\$ -	0.00%
Total expenditures	\$ 4,575,849	\$ 828,408.14	18.10%	\$ 5,503,965	\$ 1,086,640.09	19.74%
Ending fund balance	\$ 1,499,610	\$ 1,535,999.20	102.43%	\$ 1,200,000	\$ 1,580,885.07	131.74%

Agenda Item 5.E, Attachment #2
Tillamook Bay Community College
Unaudited Summary Financial Information (Modified Accrual Basis)
Fiscal Year-to-Date Ended September 2019

	Fund No.	Beginning Fund Balance	2019-2020 Revenue	2019-2020 Expenditures	Ending Fund Balance	2019-2020 Spendable Budget	2018-2019 Prior Year Expenditures 9/30/2018
Nursing Program Agreement	201	\$ -	\$ -	\$ -	\$ -	\$ 53,462	\$ -
Dollar General Grant	215	\$ -	\$ -	\$ 1,423.66	\$ (1,423.66)	\$ 3,500	\$ -
United Way Literacy Grant	216	\$ 39.13	\$ 250.00	\$ -	\$ 289.13	\$ 2,500	\$ -
Title III Grant	220	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 156,226.38
Pathways Grant	225	\$ -	\$ 4,548.74	\$ 4,548.74	\$ -	\$ 29,707	\$ 7,208.11
Industrial Maintenance Tech	226	\$ 12,943.89	\$ 7,250.00	\$ 150.00	\$ 20,043.89	\$ 47,209	\$ 9,564.97
SBDC Federal Grant	230	\$ -	\$ -	\$ 8,600.16	\$ (8,600.16)	\$ 35,000	\$ 3,754.23
SBDC State Grant	231	\$ -	\$ -	\$ 18,394.63	\$ (18,394.63)	\$ 72,000	\$ 17,832.58
SBDC Program Income	232	\$ 91,330.80	\$ 14,265.00	\$ 12,009.80	\$ 93,586.00	\$ 35,990	\$ 649.80
SBDC Rural Outreach Grant	233	\$ -	\$ -	\$ -	\$ -	\$ 22,000	\$ 9,637.00
EDC Contract	235	\$ -	\$ 18,866.33	\$ 28,295.93	\$ (9,429.60)	\$ -	\$ -
Visit Tillamook Coast Contract	237	\$ -	\$ 60,332.81	\$ 68,759.53	\$ (8,426.72)	\$ -	\$ -
TEC Vocational Education Grant	240	\$ -	\$ 694.44	\$ 2,683.68	\$ (1,989.24)	\$ 52,100	\$ -
Food Pantry	248	\$ 37.35	\$ -	\$ -	\$ 37.35	\$ 1,000	\$ -
ESD STEM HUB Grant	249	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Connect2Complete	253	\$ 6,214.45	\$ -	\$ 5,576.60	\$ 637.85	\$ 6,242	\$ -
ASPIRE Program	254	\$ 4,461.26	\$ -	\$ -	\$ 4,461.26	\$ 3,000	\$ 846.22
Student Success Grant	256	\$ 30,263.47	\$ -	\$ 22,026.63	\$ 8,236.84	\$ 62,000	\$ 21,388.16
STEP Grant	258	\$ 5,979.85	\$ -	\$ 7,309.20	\$ (1,329.35)	\$ 38,488	\$ -
Pathways to Opportunity	259	\$ 11,634.66	\$ -	\$ 1,041.20	\$ 10,593.46	\$ 10,000	\$ -
Guided Pathways Implementation	261	\$ 23,647.37	\$ -	\$ -	\$ 23,647.37	\$ 25,000	\$ -
Partners for Rural Innovation Operations	289	\$ 13,344.67	\$ 4,500.00	\$ 12,023.57	\$ 5,821.10	\$ 38,900	\$ 10,894.89
Capital Depreciation & Maintenance Fund	290	\$ 813,674.57	\$ 55,263.70	\$ -	\$ 868,938.27	\$ 47,100	\$ -
Timber Tax Reserve Fund	291	\$ 2,986,529.65	\$ -	\$ -	\$ 2,986,529.65	\$ 217,512	\$ -
PRI Capital Maintenance Fund	292	\$ 40,000.00	\$ 263.50	\$ -	\$ 40,263.50	\$ 10,000	\$ -
Strategic Investment Fund	295	\$ 1,381,838.73	\$ 9,102.92	\$ -	\$ 1,390,941.65	\$ 74,500	\$ -
State IGA Fund	296	\$ -	\$ -	\$ -	\$ -	\$ 49,500	\$ -
Total Special Fund		\$ 5,421,939.85	\$ 175,337.44	\$ 192,843.33	\$ 5,404,433.96	\$ 936,710	\$ 238,002.34
Schedule of Special Fund borrowing from General Fund		Ending Fund Balance	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 9/30/2019		
Total of Grants that borrow from the General Fund		\$ (48,169.70)	\$ 4,548.74	\$ -	\$ (54,142.10)		
Total of Grants that are not borrowing from the General Fund		\$ 5,454,027.32	\$ 7,830.00	\$ -	\$ 5,446,197.32		
Total Special Fund		\$ 5,405,857.62	\$ 12,378.74	\$ -	\$ 5,392,055.22		
	Fund No.	Beginning Fund Balance	2019-2020 Revenue	2019-2020 Expenditures	Ending Fund Balance	2019-2020 Spendable Budget	2018-2019 Prior Year Expenditures
Community Education	310	\$ 19,499.60	\$ 1,951.00	\$ 2,991.54	\$ 18,459.06	\$ 15,467	\$ 126.34
Driver Education Program	311	\$ 5,638.95	\$ 3,200.00	\$ 3,048.50	\$ 5,790.45	\$ 14,702	\$ 3,592.20
Summer Term Fund	312	\$ 31,582.82	\$ -	\$ -	\$ 31,582.82	\$ 31,583	\$ 57,946.62
TBCC Store	320	\$ 6,183.41	\$ 249.25	\$ 406.01	\$ 6,026.65	\$ 3,550	\$ (30.29)
Customized Training Projects	330	\$ 33,884.66	\$ -	\$ 2,810.64	\$ 31,074.02	\$ 44,792	\$ 3,960.08
Truck Driving Program	331	\$ (18,367.57)	\$ 50,000.00	\$ 20,204.30	\$ 11,428.13	\$ 244,390	\$ 6,409.04
Truck Driving Simulator	332	\$ 115,000.00	\$ -	\$ 116,014.96	\$ (1,014.96)	\$ -	\$ -
TBCC Vending	340	\$ 4,590.17	\$ 782.66	\$ 286.13	\$ 5,086.70	\$ 7,300	\$ 3,487.48
Total Enterprise Fund		\$ 198,012.04	\$ 56,182.91	\$ 145,762.08	\$ 108,432.87	\$ 361,784	\$ 75,491.47
PERS Pension Bond Fund	410	\$ 27,475.55	\$ 36,601.34	\$ 1,600.00	\$ 62,476.89	\$ 155,601	\$ 1,600.00
General Obligation Bond Fund	420	\$ 128,312.89	\$ 3,981.19	\$ -	\$ 132,294.08	\$ 719,925	\$ -
Total Debt Service Fund		\$ 155,788.44	\$ 40,582.53	\$ 1,600.00	\$ 194,770.97	\$ 875,526	\$ 1,600.00
Local Match Fund	525	\$ 275,052.26	\$ 1,908.34	\$ 50,000.00	\$ 226,960.60	\$ 50,000	\$ -
Grant Construction Fund	555	\$ (275,008.57)	\$ 50,000.00	\$ -	\$ (225,008.57)	\$ -	\$ 6,700.00
Total Capital Projects Fund		\$ 43.69	\$ 51,908.34	\$ 50,000.00	\$ 1,952.03	\$ 50,000	\$ 6,700.00
Associated Students of TBCC	710	\$ 3,474.96	\$ 456.00	\$ 198.13	\$ 3,732.83	\$ 9,000	\$ 133.36
Phi Theta Kappa Honorary Society Fund	720	\$ 1,804.86	\$ 85.00	\$ 448.55	\$ 1,441.31	\$ 4,300	\$ 237.06
Economic Development Council	730	\$ -	\$ -	\$ -	\$ -	\$ 195,598	\$ 9,999.12
Economic Development Council - USDA Grant	731	\$ -	\$ -	\$ -	\$ -	\$ 24,463	\$ 393.48
EDC Business Oregon Grant	732	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ -
Visit Tillamook Coast	740	\$ -	\$ -	\$ -	\$ -	\$ 1,506,245	\$ 429,271.88
Visit Tillamook Coast - Non-TLT Funds	741	\$ -	\$ -	\$ -	\$ -	\$ 132,200	\$ 16,176.28
Visit Tillamook Coast - RTM Grant	742	\$ -	\$ -	\$ -	\$ -	\$ 23,500	\$ -
Total Agency Fund		\$ 5,279.82	\$ 541.00	\$ 646.68	\$ 5,174.14	\$ 1,945,306	\$ 456,211.18
PELL Grant	801	\$ -	\$ 61,850.00	\$ 61,850.00	\$ -	\$ 751,150	\$ 67,120.00
Supplemental Education Opportunity Grant	802	\$ -	\$ 1,680.00	\$ 1,680.00	\$ -	\$ 16,875	\$ 800.00
Direct Loans	810	\$ -	\$ 26,749.00	\$ 26,749.00	\$ -	\$ 350,000	\$ 22,630.00
Federal Work Study	819	\$ -	\$ -	\$ -	\$ -	\$ 16,944	\$ 3,548.49
Oregon Opportunity Grant	821	\$ -	\$ 59,600.00	\$ -	\$ 59,600.00	\$ 190,000	\$ -
Chafee Grant	822	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ -
Oregon Promise Grant	823	\$ -	\$ 29,600.00	\$ -	\$ 29,600.00	\$ 90,000	\$ -
Tuition Waivers	831	\$ 11,275.39	\$ -	\$ 3,600.00	\$ 7,675.39	\$ 10,000	\$ 538.00
Board Scholarships	832	\$ 106,732.91	\$ -	\$ 37,823.10	\$ 68,909.81	\$ 170,000	\$ 7,275.00
Institutional Work Study	833	\$ 46,146.30	\$ -	\$ -	\$ 46,146.30	\$ 10,072	\$ -
Foundation Scholarships	834	\$ -	\$ 2,448.73	\$ 29,678.41	\$ (27,229.68)	\$ 85,000	\$ 3,060.00
Student Employees	835	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Non-Institutional Scholarships	840	\$ 4,441.08	\$ 9,800.00	\$ 7,790.74	\$ 6,450.34	\$ 53,328	\$ 151.00
Total Financial Aid Fund		\$ 168,595.68	\$ 191,727.73	\$ 169,171.25	\$ 191,152.16	\$ 1,758,369	\$ 105,122.49

Agenda Item 5.E. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended September 2019

25.00% of Budget Period Expended

	General Fund			Special Fund			Enterprise Fund			Debt Service Funds		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		<u>\$ 1,851,090</u>			<u>\$ 4,979,814</u>			<u>\$ 217,013</u>			<u>\$ 147,782</u>	
Beginning Fund Balance	<u>\$ 1,592,675</u>	<u>\$ 1,625,803</u>	102.08%	<u>\$ 5,115,639</u>	<u>\$ 5,421,940</u>	105.99%	<u>\$ 105,407</u>	<u>\$ 198,012</u>	187.85%	<u>\$ 54,824</u>	<u>\$ 155,788</u>	0.00%
Resources												
State Aid	\$ 1,979,868	\$ 531,631	26.85%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ 74,000	\$ -	0.00%	\$ 411,795	\$ 91,692	22.27%	\$ 25,000	\$ -	0.00%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 1,164,913	\$ 455,160	39.07%	\$ 5,000	\$ 14,265	285.30%	\$ 235,200	\$ 55,151	23.45%	\$ -	\$ -	0.00%
Local Taxes	\$ 1,336,834	\$ 5,303	0.40%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 674,925	\$ 3,061	0.45%
Timber	\$ -	\$ -	0.00%	\$ 614,317	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ 4,500	\$ 1,074	23.87%	\$ -	\$ -	0.00%	\$ 6,500	\$ 1,032	15.88%	\$ -	\$ -	0.00%
Interest	\$ 100,000	\$ 30,408	30.41%	\$ 47,125	\$ 14,630	31.05%	\$ -	\$ -	0.00%	\$ 10,725	\$ 1,127	10.51%
Rental	\$ 18,000	\$ 2,735	15.19%	\$ -	\$ 4,500	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 10,000	\$ 9,084	90.84%	\$ 134,922	\$ 250	0.00%	\$ 39,300	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ 423,175	\$ 6,326	1.49%	\$ 50,000	\$ 50,000	100.00%	\$ -	\$ -	0.00%	\$ 150,000	\$ 36,394	24.26%
Total Revenues	<u>\$ 5,111,290</u>	<u>\$ 1,041,721</u>	20.38%	<u>\$ 1,263,159</u>	<u>\$ 175,337</u>	13.88%	<u>\$ 306,000</u>	<u>\$ 56,183</u>	18.36%	<u>\$ 835,650</u>	<u>\$ 40,582</u>	4.86%
Expenditures												
Salaries and Wages	\$ 4,126,768	\$ 796,481	19.30%	\$ 242,487	\$ 150,451	62.04%	\$ 158,488	\$ 20,080	12.67%	\$ -	\$ -	0.00%
Operating Expenditures	\$ 961,276	\$ 252,909	26.31%	\$ 315,266	\$ 36,209	11.49%	\$ 104,418	\$ 10,619	10.17%	\$ 1,600	\$ 1,600	100.00%
Capital Outlay	\$ 20,000	\$ -	0.00%	\$ 15,000	\$ -	0.00%	\$ 61,155	\$ 115,000	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 873,926	\$ -	0.00%
Transfers	\$ 288,000	\$ 37,250	12.93%	\$ 363,957	\$ 6,183	1.70%	\$ 37,723	\$ 63	0.17%	\$ -	\$ -	0.00%
Other budgetary accounts (Note 1)	<u>\$ 107,921</u>	<u>\$ -</u>	0.00%	<u>\$ 5,362,691</u>	<u>\$ -</u>	0.00%	<u>\$ 7,325</u>	<u>\$ -</u>	0.00%	<u>\$ -</u>	<u>\$ -</u>	0.00%
Total expenditures	<u>\$ 5,503,965</u>	<u>\$ 1,086,640</u>	19.74%	<u>\$ 6,299,401</u>	<u>\$ 192,843</u>	3.06%	<u>\$ 369,109</u>	<u>\$ 145,762</u>	39.49%	<u>\$ 875,526</u>	<u>\$ 1,600</u>	0.18%
Ending Fund Balance	<u>\$ 1,200,000</u>	<u>\$ 1,580,884</u>		<u>\$ 79,397</u>	<u>\$ 5,404,434</u>		<u>\$ 42,298</u>	<u>\$ 108,433</u>		<u>\$ 14,948</u>	<u>\$ 194,770</u>	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ 473,456			\$ 12,379			\$ 18,800			\$ 40,328	
Inventories		<u>\$ 1,166</u>			<u>\$ -</u>			<u>\$ 994</u>			<u>\$ -</u>	
NET EFFECT ON CASH		<u>\$ (474,622)</u>			<u>\$ (12,379)</u>			<u>\$ (19,794)</u>			<u>\$ (40,328)</u>	
Liabilities												
Accounts Payable		\$ 114,424			\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ 67,239			\$ -			\$ -			\$ 40,328	
Payroll		<u>\$ 143,583</u>			<u>\$ -</u>			<u>\$ -</u>			<u>\$ -</u>	
NET EFFECT ON CASH		<u>\$ 325,246</u>			<u>\$ -</u>			<u>\$ -</u>			<u>\$ 40,328</u>	
NET ADJUSTMENTS		<u>\$ (149,376)</u>			<u>\$ (12,379)</u>			<u>\$ (19,794)</u>			<u>\$ -</u>	
ENDING CASH BALANCE		<u>\$ 1,431,508</u>			<u>\$ 5,392,055</u>			<u>\$ 88,639</u>			<u>\$ 194,770</u>	

Agenda Item 5.E. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended September 2011

25.00% of Budget Period Expended

	Capital Projects Funds			Agency Fund			Financial Aid Fund		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		\$ 46,544			\$ 269,709			\$ 167,283	
Beginning Fund Balance	\$ 320,544	\$ 44	0.01%	\$ 975,368	\$ 5,280	0.54%	\$ 125,828	\$ 168,596	133.99%
Resources									
State Aid	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ -	\$ -	0.00%	\$ 1,606,500	\$ -	0.00%	\$ 1,423,150	\$ 179,079	12.58%
Tuition and Fees	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Local Taxes	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Timber	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ -	\$ -	0.00%	\$ 2,000	\$ -	0.00%	\$ -	\$ -	0.00%
Interest	\$ 7,000	\$ 1,908	27.26%	\$ 20,850	\$ -	0.00%	\$ -	\$ -	0.00%
Rental	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ -	\$ 50,000	0.00%	\$ 74,500	\$ 85	0.11%	\$ 135,000	\$ 12,249	9.07%
Transfers	\$ -	\$ -	0.00%	\$ 28,000	\$ 456	1.63%	\$ 130,000	\$ 400	0.31%
Total Revenues	\$ 7,000	\$ 51,908	741.54%	\$ 1,731,850	\$ 541	0.03%	\$ 1,688,150	\$ 191,728	11.36%
Expenditures									
Salaries and Wages	\$ -	\$ -	0.00%	\$ 498,346	\$ -	0.00%	\$ 26,341	\$ -	0.00%
Operating Expenditures	\$ -	\$ -	0.00%	\$ 1,407,965	\$ 647	0.05%	\$ 1,729,528	\$ 169,091	9.78%
Capital Outlay	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ 50,000	\$ 50,000	100.00%	\$ 38,995	\$ -	0.00%	\$ 2,500	\$ 80	0.00%
Other budgetary accounts (Note 1)	\$ -	\$ -	0.00%	\$ 127,000	\$ -	0.00%	\$ -	\$ -	0.00%
Total expenditures	\$ 50,000	\$ 50,000	100.00%	\$ 2,072,306	\$ 647	0.03%	\$ 1,758,369	\$ 169,171	9.62%
Ending Fund Balance	\$ 277,544	\$ 1,952		\$ 634,912	\$ 5,174		\$ 55,609	\$ 191,153	
Adjustments to bring Ending Fund Balance to Ending Cash Balance									
Assets									
Receivables	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	
Inventories	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	
NET EFFECT ON CASH	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	
Liabilities									
Accounts Payable	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	
Unearned Revenue (Note 2)	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	
Payroll	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	
NET EFFECT ON CASH	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	
NET ADJUSTMENTS	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	
ENDING CASH BALANCE	\$ 1,952	\$ 1,952		\$ 5,174	\$ 5,174		\$ 191,153	\$ 191,153	

\$ 7,305,251

Cell: A33

Comment: Note 1. Contingency in the General Fund and Enterprise Fund and Reserves in Special Fund.

Cell: A47

Comment: Note 2. Assessed but unreceived property taxes and deferred tuition and fees when applicable.

President's Report

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONPRESIDENT TOMLIN

Upcoming Dates

- Next Board meeting is **Joint Board meeting** with Neah-Kah-Nie School District Board on **Monday, Dec 9** at Neah-Kah-Nie School District Office in Rockaway. Dinner at 5pm, Joint Board meeting at 5:30pm, TBCC Board meeting at 6:30pm
- OCCA Conference is Nov 7-8 at Salishan
- Guided Pathways Institute at Lane CC in Eugene on Nov 14-15
- NWCCU Conference with new Standards training on Nov 20-22 in Seattle
- OPC/OCCA Board meetings at TBCC on Dec 5-6

Updates

- Equity Training that occurred on Oct 24-25
- Summary of OPC and OCCA Board meetings at Blue Mountain CC on Oct 10-11
- Housing Summit highlights on Oct 29
- Facilities Master Plan update



Board Member Discussion Items

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION ----- Chair Gervasi



Adjournment

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION----- (Action) Chair Gervasi
MOTION TO ADJOURN THE MEETING.

