TILLAMOOK BAY COMMUNITY COLLEGE

Board of Education Meeting Agenda

Date: Monday, November 1, 2021

TBCC Board Meeting Zoom – 5:00pm – 7:00pm

Item	**Description**	**Resource**

1. **Call to Order • Acknowledge Guests** --Chair Gervasi

2. **Consent Agenda:** -- (Action) Chair Gervasi
   a. Approval of Agenda
   b. Approval of October 11, 2021 Meeting Minutes
   c. Personnel Report ………………………………………….……… Director Ryan

3. **Invitation of 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. Title III Grant ………………………….……………………… Exec Director Luquette
   b. Bond Election ……………………………………………... (Action) President Tomlin
   c. Policy 325 and AR C004: First Reading ……………….……..….. President Tomlin

5. **Information-Only Items (Board members may request any item be placed on the discussion agenda)**
   a. Program Review: Library …………………………..………………. VP Rivenes
   b. Outcomes Assessment Update …………………..…………………. VP Rivenes
   c. Financial Report …………………………………………………..VP Williams
   d. 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 ITEM

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

Items for approval:
   a. Approval of Agenda
   b. Approval of October 11, 2021 Meeting Minutes
   c. Approval of the Personnel Report

Approval of the Agenda

RECOMMENDATION

MOTION TO APPROVE THE AGENDA FOR THE NOVEMBER MEETING

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6. **Board Member Discussion Items** --- Chair Gervasi

7. **Adjournment** -- (Action) Chair Gervasi

October 11, 2021 Board of Education Meeting Minutes

TBCC Board Meeting Zoom – 5:00pm – 7:00pm

Members in Attendance: Kathy Gervasi, Pam Zweifel, Mary Jones, Betsy McMahon, Tamra Perman, Mary Faith Bell

Members Not in Attendance: Jennifer Purcell

TBCC Staff in Attendance: President Ross Tomlin, VP Teresa Rivenes, Executive Director Heidi Luquette, Director Erin McCarley, VP Kyra Williams, VP Rhoda Hanson, Director Pat Ryan, Executive Assistant Candi Merrill

Call to Order • Acknowledge Guests (Agenda Item #1) --Chair Gervasi
The meeting was called to order at 5:00. There were no guests.

Consent Agenda (Agenda Item #2) -- (Action) Chair Gervasi

Approval of Agenda (Agenda Item #2.a)
There were no changes to the agenda for the October meeting.

Approval of September 13, 2021 Meeting Minutes (Agenda Item 2b)
There were no corrections to the minutes from the September meeting.

Personnel Report (Agenda Item 2.c)……………………………………………………..Director Ryan
Director Ryan gave the Personnel Report. Open positions include: Director of Accounting Services, I.T. Coordinator, and Career Education Advisor.

TBCC has leased a 2-bedroom apartment in Garibaldi and also plans to lease a 1-bedroom apartment at the same complex when it becomes available. This will help to relieve the pressure of new hires trying to find a place to live.

Mary Jones recommended that TBCC have an agreement with the employee that states that they will move out of the apartment if they leave employment at TBCC. The agreement doesn't have to be the entire rental agreement, but it should make clear what monthly rent is, that the employee is responsible for paying it, and who the rent should be paid to, the College, or the apartment complex.

Betsy McMahon motioned to approve the Consent Agenda. Pam Zweifel seconded. **The motion carried.**

Invitation for Public Comment (Agenda Item #3) ---Chair Gervasi
No members of the public were present.

New Business and/or focused policy discussions (Agenda Item #4)

Mission Fulfillment Report(Agenda Item #4.a) …………………..…….. (Action) Director McCarley
Director McCarley summarized the Mission Fulfillment Report for 2020-2021. Mission Fulfillment is defined as having reached 70% of our indicators overall as well as within each core theme. This report offers some context for TBCC's operations during this year of COVID. It certainly impacted the way we do business and the results we were able to get.

The Accreditation Team gave TBCC a specific commendation for "progress in achieving their goals toward mission fulfillment with a commitment to focus on equity."

The complete mission fulfillment report is included in the packet for this meeting.

Pam Zweifel motioned to accept the Mission Fulfillment Report. Mary Jones seconded the motion. **The motion carried.**

WIG (Agenda Item #4.b) …………………………………………..…………………….. Director McCarley
Director McCarley presented TBCC's WIG (Wildly Important Goal) for 2021-2022, "Covid Comeback," with the broad goal being retaining active students and getting students who have stopped out to return. This broad goal provides a baseline for every department goal. Departments begin with the WIG, then brainstorm ideas and set their specific objectives. In this way, every department is doing what it can to help the College reach its WIG. Examples of department goals and objectives might include: "increase retention by providing flexibility and accomodations," and "collaborate with marketing and use social media to reach out to high school students." Then, Director McCarely explained, it is important to develop the metrics that will be used to measure progress on each goal.

Director McCarley shared the WIG, Objective, Project/Actions, and Metrics for the Office of Institutional Effectiveness as an example of how goal setting occurs at the College.

Budget Calendar and Guidelines: Second Reading (Agenda Item #4.c) .… **(Action)** VP Williams
This was a second reading of the calendar and guidelines for preparation of the 2022-2023 budget. No changes had been made since the first reading. TBCC's current mission, vision, and value statements are included, but those statements could change as the new strategic plan is developed later this year.

Mary Faith Bell motioned to approve the Budget Calendar and Guidelines. Betsy McMahon seconded the motion. **The motion carried.**

2021-2022 Board Goals (Agenda Item #4.d) ………………………………... (Action) President Tomlin
President Tomlin and Board Chair Gervasi worked together to draft the 2021-2022 Board Goals for the upcoming year and brought them before the board at this meeting for any other feedback or changes before approving them. A copy of the goals is included in the packet for this meeting. No changes to the goals were recommended.

Betsy McMahon motioned to approve the 2021-2022 Board goals. Tamra Perman seconded the motion. **The motion carried.**

Work Session on Bond Election (Agenda Item #4.e) ………………..…….. (Action) President Tomlin
President Tomlin stated that it is time to start work on a campaign to pass a bond for Capital Construction in the May 2022 Special Election. This is a change in the order of things since the original conversation was to start raising funds before going out for a bond. A work session will need

to be scheduled within the next two weeks to discuss this proposed change and the process and timing involved in a bond election campaign. If it can happen that quickly, the decision to go forward with the bond campaign could be formally approved at the November board meeting. In the work session, we will share the information we have collected about the bond process and the tax rate for the period in which we will be going out for the bond, and we will develop a work plan for the upcoming months including the work that we will be asking board members to do.

Monday October 25 at 5:00pm was suggested as a date for the work session.

Tamra Perman motioned to approve the date and time for a work session on the Bond election on October 25, 2021 at 5:00pm. Pam Zweifel seconded the motion. **The motion carried.**

Information-Only Items (Agenda Item #5)

Results of Accreditation Visit (Agenda Item #5.a) …………………….…..…..…… President Tomlin
President Tomlin referred to the outcome of TBCC's Accreditation visit as "fabulous." The campus was in a celebratory mood on Wednesday, October 6. He credited the Leadership Team for their work preparing the Accreditation Self-Study report and preparing for the visit and the campus as a whole for doing the tremendous work that it takes to earn four commendations and just one small recommendation.

Tamra Perman reported that the board members meeting with the Accreditation Team was fun, easy, and very conversational. Every board member commented on every question the Accreditation team asked.

Ross thanked the Board for participating in the session with the Accreditors and also for attending the Accreditation Team's report out meeting on October 6.

VP Rivenes summarized the schedule for the remainder of the steps in the accreditation process.

Strategies for Recruitment (Agenda Item # 5.b) …………………………….………. VP Hanson
VP Hanson reported on the strategies that TBCC has been using to recruit students including the consistent, ongoing, general recruitment efforts and the special efforts targeted at a specific segment of the prospective student audience. These efforts have included enticements such as a free class to GED completers, an open house for prospective LatinX students, flyers distributed through Social Services Network members, direct mail to high school students, recent high school graduates, and TBCC students who had stopped out, and a "pay it forward" campaign sent out to recent TBCC graduates. Evidence shows these strategies are working.

Several board members were aware of some of these campaigns, but no one was aware of all of them. When taken all together, it is an impressive list of recruiting efforts.

Financial Report (Agenda Item #5.c) ………..……………………....………...VP Finance Williams
Financials for the month of August are included in the packet for this meeting. The Beginning fund balance is unaudited and still unofficial. It is expected to be around $1.8M. Tuition revenue is slightly lower than last year. That is because we were just coming to an end of the 2019-2020 year of COVID and so we offered more classes that Summer than we had ever done before. This year the number of classes we offered in Summer was closer to the norm, so the revenue looks to be somewhat down. Some expenses shown in the general fund are still over the elapsed percentage of the fiscal year, but that is due to large annual expenses that hit early in the fiscal year.

The board asked if we had to cancel many classes this Fall term and how many students are required to run a class. VP Rivenes replied that we always end up cancelling a small percentage of classes each term, but the percentage of cancellations is getting smaller each year. We cancelled three or four classes this fall. As we get better at planning and anticipating student needs, we have fewer class cancellations each year. The average number of students for a class to break even is 8. That number is an average however, so the classes with the largest enrollments help to pay for low-enrolled classes. In this way, we can keep from canceling classes that students need to complete their degree even if they are low-enrolled.

The board had no further questions.

President's Report (Agenda Item #5.d) …………………………….……...…..President Tomlin
<u>Announcements:</u>
- The next Board meeting is Monday, November 1 at 5:00 pm
- Extended Staff Meetings are scheduled for Friday, October 15 and 22 from 8:15-11am. Baord members will receive the Zoom link and are welcome to attend.
- The OCCA Conference has been rescheduled from November to April 13-15, 2022. It will be in Sun River.

<u>Updates</u>:
Fall In-service was held on 3 successive mornings this year; Sept 15, 16, and 17.

President Tomlin reported that he attended OPC and OCCA Board meetings in The Dalles last week. Virtually all the Colleges (except TBCC) are either not open at all, or only partially open. TBCC's success in keeping enrollment up is directly related to our staying open the entire time.

Tamra Perman commented that isolation-induced (due to COVID) depression has become a social problem and is so thankful that TBCC stayed open.

HECC wants to redo the funding formula for Oregon community colleges. All the college presidents pushed back. Revising the funding formula could impact us quite a bit, so we will make sure we are involved in these discussions.

Board Member Betsy McMahon also attended the OCCA Board meeting and reported the highlights for the other board members: Morgan Cowling has been chosen as the new Executive Director of OCCA. Bills ratified in Oregon's recently completed Legislative session include House Bill 2590 which establishes a task force on Student Success for Underrepresented Students, House Bill 3071 which helps to clarify those who are "mandatory reporters" of abuse, Senate Bill 234, which directs HECC to convene a stakeholder group to study ways to best serve adults in custody who are recently eligible for student grants, and Senate Bill 554, which prohibits firearms on campus. Elizabeth Cox-Brand gave a presentation on student-ready colleges, which include math co-requisites, Guided Pathways, Strong Start Oregon, and the Transfer Council. President Tomlin pointed out that TBCC's VP Rivenes serves on the Transfer Council and TBCC is doing co-requisites in both math and writing.

We received word from the Federal Government that TBCC had been awarded the Title III grant. The Steering Committee will begin this week scheduling out tasks and responsibilities. We'll be posting a position for a Title III Project Director soon. We think having this grant funding of $2.25M over 5 years will be transformational for our students. There is money in this grant for Guided Pathways, assistance for the Foundation in developing a capital campaign, assistance with Student Services to develop a

career center, and developing our own TBCC Nursing program.

Director Ryan sent notification to the board member's TBCC email accounts about a mandatory 30-minute training on child abuse reporting. An email from Vector Solutions includes the link to get into the training. The deadline for completing this training is November 30. This is in response to the recent bill passed in the state legislature that requires training for elected board members on mandatory reporting as they will now be considered manatory reporters.

Board Member Discussion Items (Agenda Item #6) --- Chair Gervasi
There were no Board member discussion items.

Adjournment (Agenda Item #7) -- (Action) Chair Gervasi
Betsy McMahon motioned to adjourn the meeting. Mary Jones seconded the motion. **The motion carried.** The meeting was adjourned at 6:22pm.

Personnel

<u>RECOMMENDATION</u>
CONSENT AGENDA

<u>BACKGROUND INFORMATION</u>--- Director Ryan

Position Title	Application Review Begins	Start Date	Comment	Screening Committee Chair	
Director of Accounting Services			Reposted, Open until filled	Kyra Williams	
Career Education Advisor			Open until filled	Rhoda Hanson	
Business Office Specialist			Open until filled	Kyra Williams	
I.T. Support Specialist			Open until filled	Sheryl Neu	

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

Title III Grant

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATION ……………………………………………… Exec Director Luquette

The purpose of this report is to formally notify the Board of Education that TBCC was awarded the $2.5 Million Title III Strengthening Institutions Programs grant that was outlined at the September Board Retreat. The grant duration is October 1, 2021 through September 30, 2026. An amount of $450,000 is awarded annually.

Implementing the projects and attaining the outcomes and measures associated with the grant will be a core focus for the college for the next five years. The grant provides TBCC the funding support to continue our work in Guided Pathways to improve student retention and graduation. There are five components of the grant.

1. **Student Services Redesign with a Focus on Equity**
   Examine student services from onboarding to graduation With a strong focus on equity, TBCC will redesign Student Services to provide more streamlined support to students from onboarding through graduation. An internal Lean Audit will guide a new redesigned operational plan to include improvements to orientation, advising, career services, integration with academic services, and scheduling. Two student success coaches, training, and technology supports will provide the basis for redesign.

2. **Systemic Career Exploration**
   - create a career services culture throughout the college to support students across the continuum of their experience;
   - build career activities into curriculum;
   - focus on employable skills and abilities;
   - incorporate workforce data into career exploration;
   - leverage workforce partnerships; and
   - enhance career services tools using technology.

3. **Learning Communities with a First Year Experience**
   Based on seven new meta-majors, TBCC will establish seven Learning Communities (LC's) – plus one for undecided students to help them decide – which will provide students with curriculum broadly aligned with their career interests and corresponding academic programs. Faculty and student services co-leads will serve as LC mentors and advisors, providing skills and support throughout students' experience. The first term of classes will act as a First Year Experience. Students will be grouped in cohorts by LC, developing a sense of belonging and strengthening bonds with each other, faculty and staff, and the campus.

4. **Expand into a Robust Healthcare Pathway**
   TBCC will develop a new Associate Degree in Nursing leading to a Registered Nurse (RN)

licensure to increase the number of professional nurses in the regional workforce, serving the ongoing need for RNs in Tillamook County and beyond. This program will be supported by program-specific equipment, resources, and technology to increase retention and success. This initiative will build a robust Learning Community in Healthcare.

5. **Foundation Capacity Building**
   Increased capacity in the TBCC Foundation will support student retention, success, and improved services and processes. Through Title III, TBCC will strengthen the college's development office's ability to improve contributions from alumni and the private sector. In the long run, this increased capacity will help TBCC sustain this project for years beyond the life of the grant, including preparing the foundation and college for future short- and long-term funding needs of a newly established nursing program.

Goal: Improve student retention and graduation rates for first-time, full-time degree-seeking students and Improve student retention rates for first-time, part-time degree-seeking students.

Goal: Improve students' career readiness as part of their educational programs through TBCC career initiatives.

Goal: Strengthen technological infrastructure to improve learning for students and in support of academic programs, including career services software and advancement software.

Goal: Improve fiscal stability by recapturing student FTE through increased retention of first-year students to the second year and by ensuring completion of goals and/or graduation.

Goal: Build out the Healthcare pathway to include a Nursing program.

Goal: Strengthen organizational capacity of the TBCC Foundation to support student retention and success through improved processes and services.

New Positions Funded through Title III
- Title III Project Director
- Student Success Coaches (2)
- Nursing Program Director
- Development. Specialist

A five year budget and workplan is developed. The project includes a fulltime Title III Project Manager who will facilitate the activities of the grant and ensure compliance with the grant requirements for evaluation and reporting. The position will not be institutionalized at the completion of the grant.

Bond Election

<u>RECOMMENDATION</u>
ACTION ITEM

<u>BACKGROUND INFORMATION</u>……..……………………………………………...…… President Tomlin

The Board work session last week gave board members an opportunity to learn more about the proposed bond election processes and timelines. Questions were answered and the discussion centered around the best time to go out for a bond, with the May, 2022 election being recommended, along with an amount to ask for and the resulting tax rate that would be on the ballot. We are now asking the Board to approve the College to move forward with planning and implementing a bond election campaign for the May, 2022 Tillamook County election that if successful, would provide the remaining funds needed to construct a new healthcare classroom and community events center building on the site just south of the main campus.

Policy 325 and AR C004

<u>RECOMMENDATION</u>
FIRST READING

<u>BACKGROUND INFORMATION</u> …………………………………………………….. President Tomlin

As was discussed at the September Board retreat, a policy and administrative rule has been developed that lays out a process for succession planning to take place for certain positions at the college. With staff retirements becoming more common in the coming years, it would benefit the college to have a process whereby staff could qualify for higher positions and would have a process in place for being chosen and receiving mentoring and training to prepare for the position prior to the current staff member retiring from the position.

The administrative rule is attached for your information, but we are asking the board for a first reading of the policy.

SUCCESSION PLANNING   Page 1 of 1

Article No.:   **325**

Approved:

Reference: AR C004

One of the strengths of TBCC is its ability to build leadership from within. Many colleges are beginning to look at succession planning to develop leadership consistency over a long period of time. This process should provide more opportunities for staff to grow professionally and move to higher levels of responsibility. It should be reviewed on a regular basis to keep up with the changing staff environment which identifies the specific positions to be considered for succession planning.

325.1   POSITIONS TO BE CONSIDERED FOR SUCCESSION PLANNING

- President
- All Vice President positions
- Other exempt positions that are approved by Leadership Team

For a college employee to be considered as a potential successor candidate, they must meet the minimum qualifications in the position description.

325.2   PROCESS FOR INITIATING A PLAN OF SUCCESSION

For the President position, the current President will discuss succession with the Board of Education and recommend a potential replacement. If the Board agrees on a candidate to go through the succession process, the President will then communicate that choice to the Leadership Team who will talk through the process. At the appropriate time, the choice and process will be communicated to the rest of the college community.

For all other succession positions, a Vice President that announces an upcoming retirement can recommend to the President a staff person in their division to be named as a successor, or the position can be advertised internally for qualified candidates. The successor candidate, whether recommended by the Vice President, or by a search committee through an internal search, will then need to be approved by the President. The Vice President will then submit a letter detailing the reasons why this person should be considered to succeed them in their position, along with a resume of the approved successor, to the Leadership Team members for approval. Once approved by the Leadership Team, the succession plan can be implemented after informing the Board of Education. The specific details of the succession plan process are included in AR C004.

SUCCESSION PLANNING
Administrative Rule No.: **C004**
Approved:
Reference: Board Policy 325

As detailed in Board Policy 325, the Board of Education will decide whether to follow this succession plan process or to follow a normal search process for the next president. For the other succession positions, the President and Leadership Team will approve a staff to be considered for succession before the process can move forward. Once approved, the following process can be implemented to complete the Succession Plan.

C004.1- PROCESS FOR COMPLETING SUCCESSION PLAN FOR PRESIDENT POSITION

1. The President develops a mentoring plan that details the skills and knowledge that the successor needs to have prior to assuming the presidency. The plan will include timelines for evaluating the progress and completing the process, which can take up to a year or more.
2. The mentoring plan will be shared with the Leadership Team for feedback and comments. After any revisions, the plan will be shared with College Council for feedback and comments.
3. Regular evaluations of progress are made by the President and reviewed with the successor. The Board of Education is kept updated on progress being made. The President and the Board, working together, can then determine the best timeline for completing the process and making a final decision on the succession process.
4. The President should provide a tentative date for retirement to the Board of Education no later than at least ten months prior to the retirement date. A decision on the approval of the successor to succeed the President by the Board of Education needs to be made at least four months prior to the retirement date. This will allow an adequate search process timeline for filling the successor's position.
5. At least one month prior to the decision being made on the successor, formal feedback regarding the readiness of the successor to assume the presidency will be obtained by the President from College Council, Leadership Team, and the college community. The results of this feedback will then be shared with the Board in executive session, along with the evaluation feedback from the President.
6. The Board of Education will then decide on the readiness of the successor to assume the presidency. If they decide to move forward with an offer of employment and contract to be President, the Board will meet with the successor in Executive Session to negotiate the terms of the contract. The decision would then be brought to an open session of the Board for approval.
7. The decision would then be communicated with the college community and the media.

C004.2- PROCESS FOR COMPLETING SUCCESSION PLAN FOR ALL OTHER POSITIONS

1. If a position other than a Vice President is approved for a succession plan process, it will follow the same process detailed below.

2. The Vice President who is retiring will meet with the approved successor and develop a succession plan timeline that will include the following:

   a. A mentoring plan that details the skills and knowledge that the successor needs to have prior to taking over for the retiring supervisor. The plan will include timelines for evaluating the progress and completing the process, which can take 3 months to a year. This plan is reviewed by the President for comments and feedback.

   b. The revised mentoring plan is then shared with the Leadership Team. Final revisions are made by the Leadership Team and then approved.

   c. College Council will also have the opportunity to provide feedback and input into the mentoring plan and how they want to be involved in providing feedback on the progress made by the successor.

   d. The approved mentoring plan is then implemented. Written evaluations on progress being made on the plan will be completed by the retiring supervisor and shared with the successor at least bimonthly who can also add comments. A progress summary is then presented to the Leadership Team at least once during the timeline for feedback and at the end of the timeline.

   e. At the end of the succession plan mentoring period, the Leadership Team will make a recommendation to the president on the successor moving into the new position. The president then makes the final decision on succession, which will then be communicated to the entire college community.

   f. If the decision is to move forward with the succession, a start date for the successor to move into the new position will be determined and announced. The successor's position can then be advertised. If the decision is to not move forward with the succession, the successor will stay in their current position and the position targeted for succession will then go through a normal search process to fill.

Information Only Items

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATION --- Chair Gervasi

Program Review: Library

RECOMMENDATION

INFORMATION ONLY

**BACKGROUND INFORMATION** …………………………………………………………… VP Rivenes

Attached please find the Program Review for the TBCC Library. The Office of Instruction oversees the operation of TBCC Library, under the direction of the College President. The TBCC Library is responsible for 3 unique services to the students, staff, faculty, and community members: the Library itself, the Testing Center, and the Tutoring Center.

The TBCC Library is both: 1) a place on campus where patrons can find books, DVDs, research help, career or university aids, proctoring, or a quiet place to study; and 2) an online environment where patrons can access our research databases, find help with citations, request peer tutoring, or find any number of other helps designed to aid them in their academic career and beyond. The Testing Center is a quiet, secure, and accessible place on campus where patrons can take various tests in an optimal environment. The Testing Center's focus was initially inwards; focusing on proctoring tests for TBCC instructors, and placement testing for patrons looking to start at TBCC. The focus has intentionally grown a lot in the last few years, from a community resource, to the beginnings of a revenue stream for the college. This shift has provided the required funds to add new tests for students and to support the Testing Center's staffing needs. Finally, the Tutoring Center is another area that has changed significantly over the last few years. Moving beyond, but not discarding, the one-on-one peer tutor model, we now offer online tutoring for all students, study groups, wrap-around developmental math tutoring, and a Writing Studio.

The Library budget has consistently grown by 5% each year which allows it to maintain, weed and improve the collection. As TBCC grows, however, so does the need to expand the collection. One example is the addition of healthcare and nursing. These programs will require additional materials, journals, and equipment. Lastly the Library has been challenged by space and staffing limitations, all of which are being addressed in this upcoming cycle.

Finally, we would like to recognize the amazing work of Blanca Valencia and our brand new employees (Cameron Sage and Clare Sobotka) who were recognized as providing outstanding service in our recent NWCCU evaluation.

TBCC Library Service Area Review 2020/21
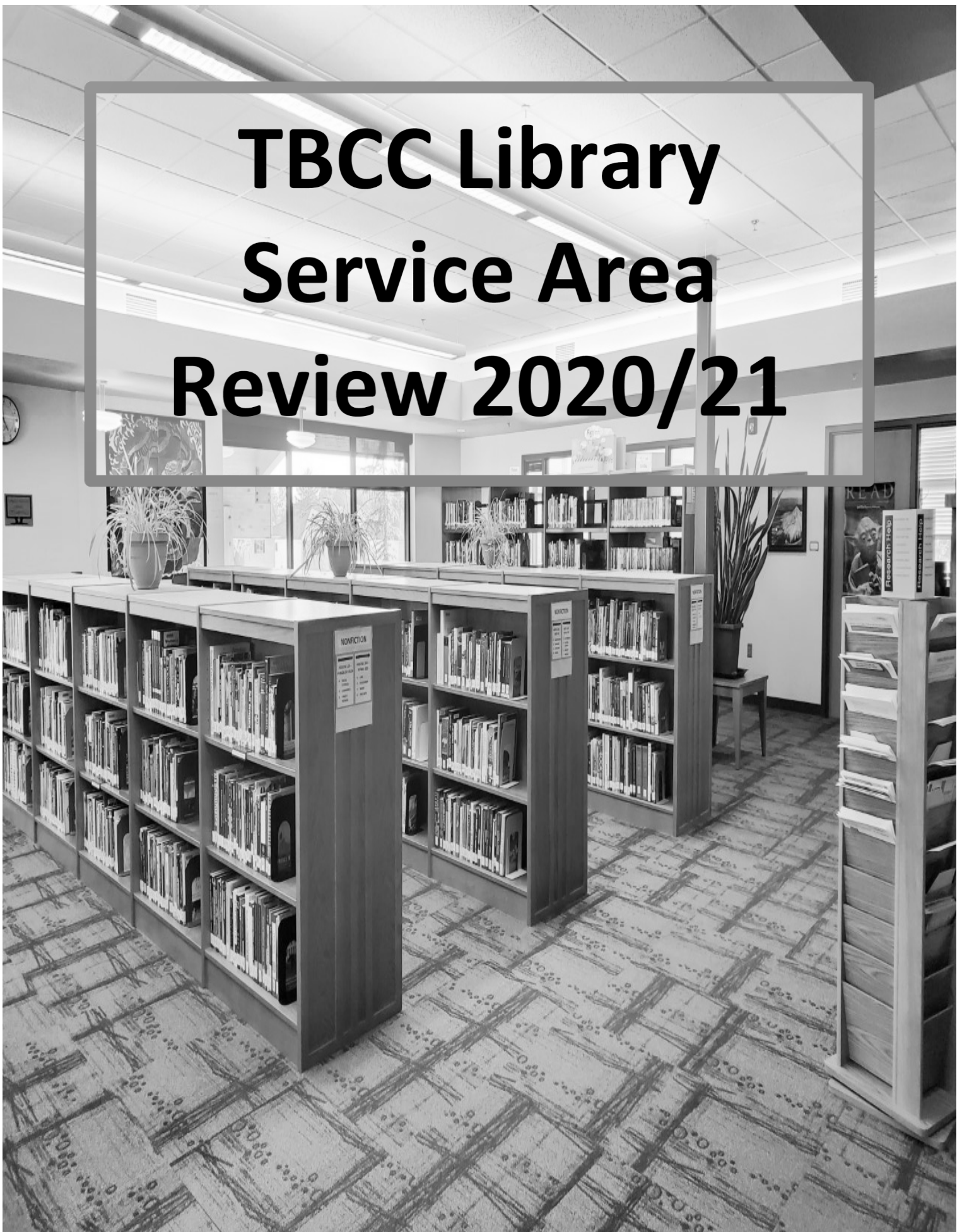
TBCC Library Service Area Program Review

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

The TBCC Library is responsible for 3 unique services to the students, staff, faculty, and community members (hereafter referred to as "patrons"): the Library itself, the Testing Center, and the Tutoring Center. While all three are mostly staffed by the same employees, and operate together, for the purposes of this review, they will be looked at separately because they have separate goals, projects, data, and outcomes.

TBCC Library

The TBCC Library is both: 1) a place on campus where patrons can find books, DVDs, research help, career or university aids, proctoring, or a quiet place to study; and 2) an online environment where patrons can access our research databases, find help with citations, request peer tutoring, or find any number of other helps designed to aid them in their academic career and beyond.

This is important to note, because while the needs of patrons have changed over time and moved online, the demand on the college library has also shifted because of it, and many times, alongside it. While the physical space located at the South end of the Main Campus' second floor might not be full of students at all times, this does not mean they are not using the library's services. Faculty are another directly targeted user of the TBCC Library. Beyond providing materials for their students to do research, the library also offers tours for their students, in-class information literacy instruction, assistance with their personal, professional research, assistance with finding, adopting, and customizing OERs for their classes, and much more.

Testing Center

The Testing Center is a quiet, secure, and accessible place on campus where patrons can take various tests in an optimal environment. The Testing Center's focus was initially inwards; focusing on proctoring tests for TBCC instructors, and placement testing for patrons looking to start at TBCC. The focus has intentionally grown a lot in the last few years, from a community resource, to the beginnings of a revenue stream for the college. This shift has provided the required funds to add new tests for students and to support the Testing Center's staffing needs. Many patrons have need of an authorized testing location, whether they are:

- online students for some other college or university needing to take a proctored test
- students for some other college or university needing to take a proctored test while they are on vacation on the Tillamook Coast

- incoming students looking to take a placement test for another college or university
- employees needing to take a certification to keep or advance their career
- patrons wanting to complete their GED
- patrons wanting to earn college credit by taking college equivalency exams

As the only college between Astoria, Lincoln City, and Forest Grove, there is a large swath of potential patrons of this service. This is increased by the fact that the colleges in Astoria and Lincoln City have limited testing offerings, so in many cases, we are the closest testing center for people all along the North Coast. In addition, due to our wide availability of testing appointments, we often get testers from the Portland area who wish to take a test sooner than what is offered there.

Tutoring Center

Finally, the Tutoring Center is another area that has changed significantly over the last few years. Moving beyond, but not discarding, the one-on-one peer tutor model, we now offer online tutoring for all students, study groups, wrap-around developmental math tutoring, and a Writing Studio.

The Library, the Tutoring Center, and the Testing Center work together to create a suite of services that makes students' time at TBCC achievable, beneficial, and enjoyable. In addition, these three areas of the college aim to make faculty's jobs a little bit easier, while providing services and information that benefit the community.

II. Program/Service Area Details
   a. Staff (Individual and FTE)
- 1 - full-time staff (College Librarian/Library Director)

- 1 - .40-time staff (Library Assistant)

- And 1 - hourly work-study student (not during COVID-19 pandemic)

   b. Duties (see below)
   c. Responsibilities (see below)

College Librarian/Library Director

Duties

- Manage library

- Assist library patrons with reference needs.

- Assist library patrons with other needs.

- Purchase of new materials for library

- Materials are cataloged on receipt, or as soon as feasible.

- Prepare materials for use

- Teach information literacy

- Administer and score placement exams

- Participate in College committees

- Administer test proctoring for TBCC faculty, and faculty from other institutions as requested by students, faculty, or institutions

- Submit Annual Contract and Security Memorandum for GED/Pearson testing

- Train library personnel in circulation, assisting patrons, shelving, and processing materials

Responsibilities

- Management of Library, Learning Center, Testing Center, and Tutoring Center

- Create regulations and procedures

- Maintain catalog database

- Maintain circulation database

- Create collection management regulations and procedures

- Involve faculty in collection development and purchase of new materials

- As scheduling allows, teach for-credit LIB 101 class

- Serve as GED/Pearson Chief Examiner

- Serve as Chief Examiner for all other certification testing that takes place in the TBCC test lab

- Serve on State-wide Community College library committee

- Serve on State-wide library directors committee

- Serve on College Council

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- Serve on Curriculum Committee

- Serve on Faculty Senate as non-voting member

- Serve on Website Committee

- Serve on Scholarship Committee

- Evaluate collection

- Maintain consistent data and statistics for internal college and accreditation purposes

- Provide accreditation resources relating to NWCCU Standard 2.E

- Create curricula for seminars in library use and information retrieval and evaluation

- Manage Accuplacer software to allow student assessment based on needs and requirements

- Produce reports from Accuplacer database to support enrolment management and student development

- Coordinate administration of placement exams on campus

- Provide placement scores to advisors

- Provide placement score information to individuals and institutions upon request by the student

- Maintain contact with College Board and other examiners to keep up-to-date on placement testing

- Assist library staff with test proctoring in the Testing Center

- Be aware of, and take action on (when appropriate), opportunities to add new tests to our offered proctoring. With the goal of becoming a testing destination of choice and generating income for the college

Library Assistant

Duties

- Circulation duties

- Shelving materials

- Shelf reading

- Assisting students with using databases, the OPAC, and finding materials

- Assisting the librarian with administration of the college's tutoring program

Responsibilities

- Assist library patrons

- Provide reference services

- Assist with administration of college tutoring program

- Assist with scheduling and proctoring of placement test and exams for professional certifications

- Shelving materials

- Assist with library programming, and outreach

    d. Professional Development
       Professional development is multi-faceted.
       Testing: Library staff are required to be certified (trained and recertified) proctors for all testing given through the testing center.
       Tutoring: Library staff have completed a Tutoring Training/Manual and internally train on best practices.
       Library: These trainings are often located within the state/nationally. Staff have access to 15k worth of training monies in order to improve their skills. All training staff have requested over the past three years has been approved and attended. Additionally, the Libraries attends the OLLA (state Library affinity group) meetings and receives information through the coastal consortium.

III.   Service Needs
    a. Discuss any emerging needs or trends in the service area
    b. Provide relevant data to support these trends
    c. Explain how these needs or trends impact your work

IV.   Budget
    The Library budget has consistently grown by 5% each year which allows it to maintain, weed and improve the collection. As TBCC grows, however, so does the need to expand
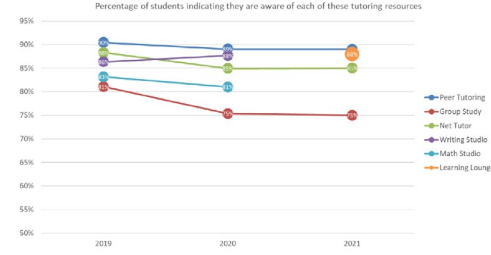
the collection. One example is the addition of healthcare and nursing. These programs will require additional materials, journals, and equipment. The Library and testing center are also rapidly running out of room. The TBCC Facility Master plan will help to alleviate this as a pain point, but it should still be noted.

Another concern for the Library is staffing. Historically, the Library had a full time Librarian and a full time Assistant with a part-time test proctor. Over time this has decreased to one full time Librarian and one part time (less than half) Library Assistant. Because the assistant position is a low grade, and without benefits, it has been extremely difficult to maintain quality staff. Frequent turn-over has been challenging. The plan to improve this, based upon the Librarian's resignation, is to replace this position with 2.5-3 people. This will greatly improve services and the ability for the Library to get needed lunches and breaks, as well as join campus committees and councils. The solution for this will be in the appendices (Job Descriptions).

V.   Program/Service Area Outcomes

Intended Outcomes	Assessment Tool, Criteria for Measurement, Target Semester for Assessment, and Procedure	Assessment Results	Refinements/Modifications
SAO #1: Students and faculty can access resources in a variety of formats, virtually and physically, regardless of their location or means of course delivery.	**Criteria for Measurement:** Total the # of item check outs, electronic materials accessed, and ILLs requested.	Baseline: 2019: 6,787 2020: 9,778 2021:10,657	Will keep this SAO and continue to grow use of Library materials. Goal: 13,478
SAO #2: Faculty will recognize the importance of information competency skills to improve	Assessment Tool: Daily statistics sheets, converted into Excel spreadsheets Criteria for Measurement: Total	Baseline: 14 library tours or in-class information competency skills lessons were done in the 2017-2018 school year. This is up slightly from 13 the previous year.	Will keep this SAO and continue to grow use of Library/class engagement. We are hopeful that by placing coordination for CG 100

students' work, and judge that their students have improved after applying research skills learned through library instructional services by requesting these sessions in future terms.	the # of library tours or in-class information competency skills lessons requested by faculty. Target Semester for Assessment: Spring 2018 Procedure: Add up the total number of library tours or in-class information competency skills lessons found on the "other events" line of the Assistance Stats spreadsheet.	2019: 7 2020: 9 2021: 7 The number of library tours decreased during the past three years in comparison to 2017/2018. Nevertheless, during 2020 and 2021 the library began incorporating tours for Spanish GED classes. The tours were conducted in Spanish and introduced GED students to all the resources available to them through the library. As a result, the number of GED students utilizing the library has grown substantially. Based on the positive outcome noted, the library will continue providing tours in English/Spanish and will actively reach out to instructors to encourage library tours amongst their students.	into the Library that this will grow this measure.
SAO #3: Faculty can draw upon the TBCC Librarian to search for and identify possible OER or low-cost textbook options. In addition, the Librarian can customize materials to more closely fit the faculty's course, and hopefully, lower the overall price of printing for the students.	**Assessment Tool:** The running OER list kept on the OER page of the online bookstore's website. **Criteria for Measurement:** # of OERs adopted, and $ decreased by customizing the contents. **Target Semester for Assessment:** Spring 2018	Baseline: There were 53 individual OERs used in the 2017-2018 school year. This number includes all low and no cost-to-the-student textbooks or textbook analogs. The reported savings from the use of OERs was $164,185. Total Savings: 2018: $164,185 2019: $156,582 2020: $164,509 The data noted above demonstrates that the total savings generated from the use of OERs has been steady over the past three years. The library will continue to work on maintaining savings at the levels reported and will work towards increasing that number in the years to come.	Will keep this SAO and continue to grow or maintain use of OER's.

SAO #4 Discontinued			
SAO #5: Library patrons will have access to an updated and relevant library collection. Specifically focusing on the subject areas our students are studying, but also open and evolving to meet unknown or future needs, and the needs of a general public.	**Assessment Tool:** Koha ILS tools **Criteria for Measurement:** Get the total # of materials owned by the library, keeping in mind that some materials need to be weeded in order for more current/different materials to be brought in. **Target Semester for Assessment:** Spring 2018 **Procedure:** Run a report in Koha.	Baseline: The TBCC Library currently owns 6004 individual, physical items. 2019: 5759 2020: 6463 2021: 7540	Will keep this SAO and continue to grow the collection, with the ultimate goal of doubling the collection.
SAO #6 (modified): Awareness of availability of tutoring services.	Student Climate Survey ➢ = 75% Green ➢ 74-64% Yellow ➢ <65% Red	2018-19: 71% 2019-20: 70% 2020-21: 75-89% While awareness dropped in 2020, awareness levels have remained static through the pandemic. The Writing Studio and Math Studio have been combined into the Learning Lounge in 2021 and 85% indicated they were aware of the lounge.	Not met, did not achieve Green Will keep this SAO.
SAO #7: TBCC will gain additional FTE from students having their tutoring needs met through a variety of modalities (peer tutors, group study, Writing Studio, wrap-	Assessment Tool: Reports ran every term for the Community and Continuing Ed Coordinator Criteria for Measurement: # of students participating in 6+ hrs of tutoring in a term.	Baseline: This year we had 52 students participating in 6+ hrs of tutoring in a term. We started collecting this data in Winter 2017. In Winter and Spring 2017 we had a total of 31 participating in 6+ hrs of tutoring in a term. 2019:48 2020: 67 2021: 92	Will keep this SAO and will continue to grow tutoring options (e.g. peer tutoring).

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around math tutoring).	Target Semester for Assessment: Spring 2018 Procedure: Total all the students in a given year who have received 6 or more hours of tutoring	The 2020/2021 school year recorded an increase of students that participated in tutoring in comparison to the two previous years. A factor that significantly contributed to such growth was the addition of virtual tutoring sessions via Zoom. Students responded positively to having the opportunity of meeting with a tutor in this manner. Being that the case, the Tutoring Center will make sure to continue incorporating virtual tutoring sessions and explore ways in which to expand availability.	

SAO #8:
 	
Community members will have opportunities for economic development through increased testing options.
	Assessment Tool: Pearson, Kryterion, College Board, and NOCTI admin tools Criteria for Measurement: # of test clients offering tests at TBCC (not including credit-course proctored tests for TBCC or any other institution) Target Semester for Assessment: Spring 2018
	Procedure: Total the number of different test clients offering tests to the community by the Testing Center
		Baseline:
		
		There were 294 test clients offered by the Testing Center during 2017.
		
		This number has increased since then. According to our reports for 2021, there are now 403 test clients offered by the Testing Center.
		
		Test clients 2021:
		
		    Pearson: 211
		    Kryterion: 153
		    NOCTI: 4
		    College Board: 34
		    Typing Test: 1
		    Total: 403
		
		Total number of proctored tests:
		
		2019:
		    Pearson: 251
		    Kryterion: 18
		    NOCTI: 23
		    College Board: 610
		    Total: 902
		2020:
		    Pearson: 246
		    Kryterion: 34
			Will keep this SAO and will continue to grow testing options.

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<table>
<tr><td></td><td></td><td>
NOCTI: 19
College Board: 279
Total: 578
2021:
    Pearson: 538
    Kryterion: 115
    NOCTI: 32
    College Board: 175
Total: 860

The number of proctored tests has grown considerably for our two major test providers, Pearson and Kryterion. During 2019, there was an increased number of placement tests administered through the College Board. That number has decreased over time partly because students are only required to take placement tests once.
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VI.   Project list for current year
      a. See appendices attached

VII.   Project list for next year
We will continue SAO's as outlined above as they will provide a good start for the new staff. Projects will be developed to break these into achievable measures.

VIII.   SWOC Analysis
Library
    Strengths
- The library's physical collection includes high demand items such as laptops, graphing calculators and cameras. Laptops, for instance, recorded 80 checkouts in our system for 2021, a number that has continued to grow from previous years (2020: 56, 2019: 66). The availability of laptop checkouts has allowed students the opportunity to take online courses and have access to the electronic resources they need to succeed.
- Students can borrow a wide selection of textbooks from the library for some of their courses or print out assigned OERs at a low cost. The collection of textbooks and OERs available at the library has shown a steady growth over the years.

- The library is open during evening hours (9AM-7PM), which allows students the opportunity to access our services during those times.
- The library provides space for quiet and collaborative study.
- Students can receive research assistance from library staff in both English and Spanish.

Weaknesses
- The library lacks enough books in Spanish to meet the demand of Spanish speaking students.
- There are currently limited on-site resources based on the needs and courses taught at TBCC.
- There is only one study room available for student use in the library.
- There is not enough awareness of library services amongst students.

Opportunities
- Respond to the increasing number of online learners by offering more digital resources and providing access to library staff assistance via chat and video conferencing.
- Raise awareness of library resources through printed material (e.g. flyers, informational brochures and table tents) and in-classroom presentations.
- Reach out to faculty about the topics covered in their respective courses, get recommendations, and begin growing the library's collection of books that way.

Challenges
- The COVID-19 pandemic has impacted the accessibility of some of the library's physical resources.
- With the Librarian's recent resignation, the library currently has staffing limitations to carry out needed projects.
- The space occupied by the library is rather small, which presents challenges when it comes to accommodating a potential growth of the library's book collection.

Testing Center
Strengths
- The Testing Center offers a wide variety of certification tests that provide students and community members the opportunity to advance in their career goals.

- The Testing Center's schedule offers wide availability, including evening hours on selected days of the week, which allows students to schedule testing appointments at a time that is convenient for them.
- The Testing Center offers a quiet and welcoming environment for test takers.

Weaknesses

- The Testing Center lacks a structured system for college faculty to provide complete instructions on how they would like to have their tests proctored. Amongst other things, it is important for the Testing Center to know the time limit for each test and the materials students are allowed to have during their testing session. At this moment, that information is generally given to the Testing Center's staff by word of mouth.
- Although the Testing Center is open Monday-Friday, Kryterion tests are only available on Wednesdays from 9AM-4:45PM. This arrangement limits the number of Kryterion test that can be proctored by the Testing Center, reason for which Kryterion tests are lower than Pearson tests administered.

Opportunities

- With the healthcare department expanding at TBCC, the Testing Center can seek out approval to proctor tests for additional test clients. For example, the Testing Center can seek to meet the requirements to become a site for Phlebotomy certification tests. Doing so would provide TBCC students the opportunity to test locally rather than having to travel for that purpose, while also providing a great resource to the community.
- Plans have been made to increase the number of staff members that will be able to assist with proctoring at the Testing Center. With this measure in place, the Testing Center will be able to expand its availability and open additional days for Kryterion tests. Furthermore, with adequate staff coverage, the Testing Center will have the resources needed to pursue the goal of growing the number of test clients offered.
- A form has been created to allow college faculty to provide detailed instructions on how they would like to have their tests administered by the Testing Center. This form can be submitted by faculty electronically or in paper format along with the test that will be proctored, eliminating any confusion regarding the specific instructions that pertain to each test.

Challenges

- The COVID-19 pandemic has reduced the number of workstations available for testing. For instance, the Testing Center previously had 4 workstations open for Pearson tests and now only has 2 open to allow social distancing.

Tutoring Center

Strengths

- The Tutoring Center is staffed by qualified tutors who are both helpful and knowledgeable. Tutor evaluation forms completed by students revealed a high satisfaction rate for the services provided.
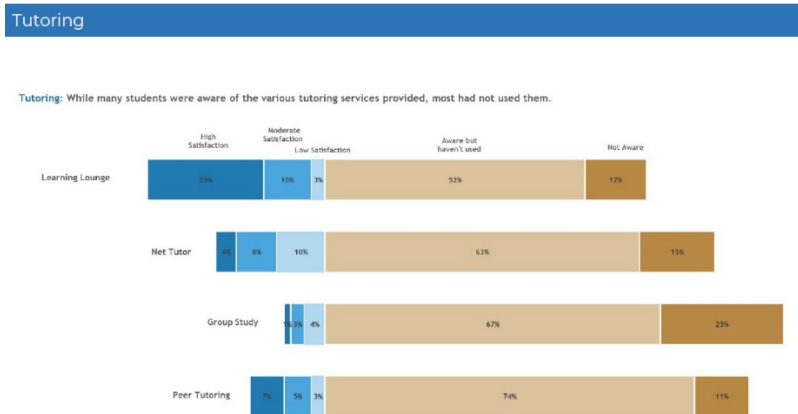
- The Tutoring Center is open during morning and evening hours to provide students with more options if they need to come in for assistance.
- Students now have the opportunity to participate in tutoring sessions via Zoom. Because of the flexibility this arrangement provides to students, the Tutoring Center has seen an increase of use.

Weaknesses

- Only 70% of students surveyed in 2019/2020 were aware of the availability of tutoring services offered at the college.
- The Tutoring Center does not have enough peer tutors to cover the needs of students.

Opportunities

- Due to the positive response from students regarding virtual tutoring sessions, the Tutoring Center can aim to grow the availability of Zoom meetings. An online scheduling system can be established to allow students to schedule a tutoring session with ease.

- A tutoring credit course can be designed to help increase the number of peer tutors. Basically, students can have the opportunity to earn college credits for the hours they serve as peer tutors.
- The Tutoring Center can increase awareness amongst students by using advertising tools (e.g. flyers and table tents) and going to each classroom to invite students to stop by the Tutoring Center.
- An effort can be made to reorganize the furniture at the Tutoring Center to create a welcoming environment for students.

Challenges

- The COVID-19 pandemic has also placed limitations on the availability of services offered through the Tutoring Center.

IX.   Using all the information you've gathered and described above (goal setting)

Short term:

➢ Address staffing issues
➢ Increase physical collection
➢ Subscribe to JSTOR and Project Muse

➢ Add peer tutoring (at least 1-2 per term over next year to pilot/evaluate program)
➢ Create policies and procedures manuals for both the Tutoring and Testing Centers
➢ Increase awareness of tutoring, use of library services, OER's, testing options and FTE
➢ Participate in Guided Pathways by coordinating and improving CG 100 (contributes to colleges goal of retention and completion)
➢ Produce a library highlighting the library and its features

➢ Implement Library Activities

- Potential ideas include:

  - Puzzle Table

  - Crafts

  - "Take a Paws" -- Bring dogs to campus as a stress relief during final's week

Mid Range:

- ➢ Build healthcare library
- ➢ Increase physical collection
    - ▪ Especially those in Spanish

- ➢ Add peer tutoring (at least 1-2 per term over next year to pilot/evaluate program)
- ➢ Increase awareness of tutoring, use of library services, OER's, testing options and FTE
- ➢ Increase partnership with Tillamook County Library
- ➢ Increase Library usage

    - ▪ Potential Ideas include

        - • Coffee for students

        - • Snack options

- ➢ Add Library events that bring people to campus

    - ▪ Potential ideas include:

        - • Public Speakers

        - • Short-Term Student Art Gallery Exhibit

- ➢ Increase Study Room Visibility

Long Term:

- ➢ Increase physical collection
- ➢ Add peer tutoring (at least 1-2 per term over next year to pilot/evaluate program)
- ➢ Increase awareness of tutoring, use of library services, OER's, testing options and FTE
- ➢ Purchase iPads for students to check-out

- ➢ Increase department footprint via FMP
- ➢ Remodel/redesign Photo ID center

- ➢ Purchase and install shelves in the work room

Outcomes Assessment Update

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION …………………………………….…………………… VP Rivenes

We are very proud to share our Student Learning Outcome process with you, in particular, because it was recognized in the most recent NWCCU evaluation visit as highly developed and effective. The current process was designed by Sarah Miller and Chris Carlson with input from faculty and staff along the way. Thanks to them, and the work by Sheryl Neu, to incorporate it into Jenzabar, we are able to dissagregate outcomes and look forward to the added precision this offers us in furthering student success.

A few highlights from our current process;

- For the 2020-2021 academic year 96% of all student learning outcomes (Course Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes) were measured directly by faculty.
- In the past year rubrics to measure ILO and PLO achievement have been refined and all faculty, each term, are trained consistently on the use of these tools.
- We have also strengthened PLO/ILO measurements by asking students to complete a graduation survey and CTE employers to measure student PLO/ILO achievement in their capstone work experience course.
- In 2020-2021 72% of our graduates completed the survey (34 of 47).
- Of those graduates who responded, 94% stated "very much so" in response to the question, "Too what extent did you achieve your goal at TBCC?" The remaining 6% responded "somewhat".

Goals for the coming year;

- We will develop rubrics for student employers to use in the CWE capstone courses and train them on its use.
- We will have 100% employer completion of the survey.
- We will continue to make progress on common assignments to drive more effective measurement.
- Department chairs and Deans will dig into data at least 6 times during the next year to further these processes and inform the process.

The strategies for achieving these goals are outlined in the Academic Long Term Vision plan that exists for all departments and is reviewed at least bi-annually with all full time faculty and Instructional staff. Overall, we are very pleased with the progress made over the past year and look forward to further improvement.

2020-2021 Student Learning Outcome Report

REVIEW

Tillamook Bay Community College (TBCC) has worked consistently on Student Learning Outcome Assessment. In 2013, when TBCC achieved its own independent NWCCU accreditation, and split from Portland Community College, faculty wrote new Course Content and Outline Guides (CCOG) and ensured all courses had Course Learning Outcomes (CLO), Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO). Over the next few years faculty measured these outcomes on paper forms and engaged in the work of mapping all outcomes to ensure that all students could achieve all outcomes when their program is completed at TBCC. Additional work includes each CTE advisory board reviewing learning outcomes, key assignments developed and tied to course learning outcomes, program review which is well underway (measures all student learning outcomes and sets program goals), and the identification of barrier courses (defined as courses with the highest D, F and/or Withdraw rates) which have goals set for improvement. **This is now the THIRD annual SLO report and it continues to improve.**

> Institutional Learning Outcomes (ILO)
>
> - Highest level aspirations, what students should exhibit at the end of their time at TBCC
> - Align to values and core themes
> - Measured: (a) end of every course; (b) program review; and via (c) Graduation Survey (new)
>
> Program Learning Outcomes (PLO)
>
> - What students should achieve as a result of completing their program
> - Measured: (a) end of every course; (b) program review; and via (c) Graduation Survey (new)
>
> Course Learning Outcomes (CLO)
>
> - What a student should achieve at the completion of their course
> - Measured: (a) end of every course; (b) course evaluation survey

Updates

In the past year, 2020-2021, TBCC has continued to work on assessment. A more simplified outcomes tracking process has been developed in Moodle (which is a tool faculty already use). After each course all faculty, regardless of modality or location, measure all student learning outcomes including course learning outcomes, program learning outcomes and institutional learning outcomes directly in Moodle. This information is then exported and ties to a table in Jenzabar which allows us to analyze all SLO achievement by student demographics including gender, race, ethnicity, first generation status, age, and degree program (virtually any demographic factor that we store in Jenzabar). The narrative piece is also still completed in Moodle (as a quiz) and rolled into Jenzabar where faculty can pull it the next time the course is taught (and the Online Instructional Coordinator can pull and send to each faculty the next time they teach the course ensuring that the loop is closed on course improvement). While the process is still a bit "clunky" this is a serious improvement and we are getting far more detailed and relevant information.

2020-2021

For the 2020-2021 academic year 96% of all student learning outcomes (Course Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes) were measured directly by faculty. This is up from 22% (16-17), 22% (17-18), 77% (in 18-19), and 93% (in 19-20); a gain of 74% overall and

3% over last year. Our completion goal was met and we will now focus on maintaining this impressive progress.

As mentioned above, PLO's and ILO's are measured both directly and indirectly. In the past year rubrics to measure ILO and PLO achievement have been refined and all faculty, each term, are trained consistently on the use of these tools. We have also strengthened PLO/ILO measurements by asking students to complete a graduation survey and CTE employers to measure student PLO/ILO achievement in their capstone work experience course. We will continue to refine these with rubrics for consistent measurements. All of these efforts lead us to believe that our standardization has improved and will continue to do so. PLO's are reviewed in detail every three years in the Program Review and adjusted through that process as data indicates.

CLO's are also measured both indirectly and directly. Faculty measure student success of course learning outcomes based upon performance on selected assignments in each course (direct measurement), and this rolls up into a compilation score in the assessment database (an indirect measure). We are making progress on standardized assignments to measure CLO's and we continue to work on this. Feedback is also gathered from students on course evaluation forms after each course which faculty then review and use for improvement. Faculty also set goals for improvement in each course, each time it is taught. This data is used the next time taught so faculty can prep the course with the previously set goals forefront in their minds. These actions serve to close the loop and re-start the ongoing cycle of improvement.

Overview of Total Achievement of Student Learning Outcomes (including transfer programs):

Note: For all, achievement is designed as competent and above.

	2017-2018	2018-2019	2019-2020	2020-2021
Course Learning Outcomes	77%	63%	80%	74%
Program Learning Outcomes	75%	60%	80%	75%
Institutional Learning Outcomes	76%	58%	82%	71%

General Education Results;

		2017-2018	2018-2019	2019-2020	2020-2021
Course Learning Outcomes		77%	63%	80%	72%
Program Learning Outcomes		75%	60%	80%	72%
Institutional Learning Outcomes		76%	58%	82%	68%
ARTS & LETTERS					
	CLO			74.62%	73%
	PLO			70.34%	69%
	ILO			74.55%	70%
READING & WRITING					
	CLO			62.22%	63%
	PLO			60%	70%
	ILO			61.11%	41%
WRITING					
	CLO			49.31%	71%
	PLO			53.64%	74%

			54.81%	71%
ILO			54.81%	71%
MATH				
CLO			79.74%	65%
PLO			76.99%	71%
ILO			73.35%	61%
SCIENCE				
CLO			61.35%	62%
PLO			52.87%	65%
ILO			55.03%	62%
SOCIAL SCIENCE				
CLO			75.99%	80%
PLO			67.23%	70%
ILO			64.81%	73%

Career Technical Education;

	2019-2020	2020-2021
MIT		
CLO	81%	87%
PLO	78%	90%
ILO	72%	88%
CRIMINAL JUSTICE		
CLO	73%	84%
PLO	76%	83%
ILO	74%	81%
WELDING		
CLO	81%	78%
PLO	78%	84%
ILO	72%	80%
BUSINESS		
CLO	83%	82%
PLO	77%	78%
ILO	77%	78%
HEALTHCARE (NEW)		
CLO	80%	85%
PLO	98%	79%
ILO	84%	81%

By Student Demographics (**new 2021**);

Average Achievement of outcomes for students…	CLO	PLO	ILO
Over 30 years of age	3.06	3.13	3.09
Under 30 years of age	2.84	2.84	2.83
Who identify as American Indian/Alaskan Native	2.64	2.44	2.51

Who identify as Asian	2.90	3.11	3.03
Who identify as Black or African American	2.01	2.02	1.98
Who identify as Hawaiian/Pacific Islander	2.61	2.98	2.80
Who identify as White	2.92	2.97	2.96
Who identify as LatinX	2.82	2.82	2.78
Who identify as male	2.92	2.89	2.89
Who identify as female	2.85	2.92	2.88
Who identify as other than male or female	3.56	3.47	3.89
Grand Average	2.88	2.91	2.89

In general student learning outcome success decreased this year. There are two explanations for this. First, our students have been impacted by Covid. Many measures on other instruments (e.g. Climate Surveys) have also seen decreasing scores. At the same time, this is the first year we tracked outcomes (CLO, PLO and ILO) by individual student. This is far more advantageous, or revealing, than general averages (as done in the past). And this is the first year we have been able to attach them to student demographics, which is very exciting! The down-side is that the numbers are not directly correlated with last year's numbers. Another caution is that our size is also a disadvantage for data analysis. Population numbers for some (e.g. Asian, Black, Pacific Islander students and students that identify as other than male/female) are *extremely* small and occasionally even 1-3 students. So, this data is not reliable for determining trends. Still, it provides information for discussion and is valuable to examine. We can triangulate this information with retention, completion, and disproportionate enrollment data (which does support these findings).

There have been some excellent successes this past year. For example, we purposefully created a 100 level Biology series, so that students did not have to take majors Biology. We also beefed up rigor in BI 112 to better prepare students for the A/P series. We added a research paper component to all 200 level Biology courses and added recitation sections for students to have additional lab time. As a result, we have seen improvement in student learning across science learning outcomes. Additionally, we revamped our two primary history and economics courses and as a result saw impressive student learning improvement in social science. Writing results improved drastically this year, as we have put an enormous amount of attention on writing including sharing rubrics, asking all 200 level courses to include writing assignments, and the like.

Math saw decreases this year. Some of this can be attributed to Covid and online learning, as well as the decrease in required lab time. This may also be related to the fact that all math courses were offered hy-flex and many students elected not to attend face to face. We will need to continue monitoring this and digging into this data to determine if modality is indeed impactful. Further, we are working on common course finals which will allow us to more accurately rate each math outcome moving forward.

Other Measurements:

Starting in 2019-2020 a graduation survey that measures institutional learning from the student perspective was added to the graduation application process. In 2019-2020 34% (14 of 44) of our graduates completed this survey. In 2020-2021 72% of our graduates completed the survey (34 of 47).

Of those graduates who responded, 94% stated "very much so" in response to the question, "Too what extent did you achieve your goal at TBCC?" The remaining 6% responded "somewhat".

Results for Institutional Learning Outcomes are as follows;

To what degree did you achieve the following during your time here at Tillamook Bay Community College?	Emerging (defined with examples)	Developing (defined with examples)	Competent (defined with examples)	Advanced (defined with examples)
ILO 1: Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide independent development, and adapt to new situations.	20: 7% (1) 21: 3% (1)	20: 0 21: 12% (4)	20: 43% (6) 21: 48% (16)	20: 50% (7) 21: 36% (12)
ILO 2: Students will effectively communicate, in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas	20: 0 21: 3% (1)	20: 14% (2) 21: 24% (8)	20: 43% (6) 21: 30% (10)	20: 43% (6) 21: 42% (14)
ILO 2: Students will effectively orally communicate thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas.	20: 0 21: 0	20: 0 21: 15% (5)	20: 79% (11) 21: 60% (20)	20: 21% (3) 21: 24% (8)
ILO 3: Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgement based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study.	20: 0 21: 6% (2)	20: 0 21: 9% (3)	20: 50% (7) 21: 33% (11)	20: 50% (7) 21: 52% (17)
ILO 4: Student will demonstrate respect, honesty, and ethical principles by understanding and appreciating differences in cultures and behaviors.	20: 0 21: 0	20: 0 21: 9% (3)	20: 21% (3) 21: 33% (11)	20: 79% (11) 21: 58% (19)

It was interesting to see that students agree that writing saw improvement as it was an area we have been working on. Work is still being done to further writing across the institution, so we look forward to continued improvements in this area. Most areas remained consistent, though ethical principles and intentional learning/taking responsibility for own learning seems to have dropped a bit (ILO 1 and 4).

This year we piloted a survey of our employers and asked them to rate our CTE students in their final capstone course (work experience). Though small, these results are promising. We will continue building this out by requiring it as part of the student CWE and add a training component (rubric) for standardization. It was valuable to see what employer (third party) reviewers thought of our student performance at the conclusion of their programs.

INSTITUTIONAL LEARNING	UNSAT	MARGINAL	AVE	PROFICIENT	OUTSTAND
Takes responsibility for learning new things on the job (ILO 1)				33%	66%
Seeks out new knowledge (ILO 1)				33%	66%

Adapts to new situations (ILO 1)				66%	33%
Effectively communicates orally ideas and thoughts in an organized manner to persuade inform or convey ideas (ILO 2, GE- Oral Communication)			33%	66%	
Effectively communicates written ideas and thoughts in an organized manner to persuade inform or convey ideas (ILO 2, GE- Written Communication)			33%	66%	
Can critically analyze and solve problems (ILO 3, GE- Math)			33%	66%	
Differentiates fact from opinion (ILO 3)				100%	
Uses informed judgement based on evidence and sound reasoning (ILO 3)				100%	
Demonstrates respect, honesty, fairness and ethical principles by appreciating differences in cultures and behaviors (ILO 4)			33%	33%	33%
Use appropriate mathematics to solve problems- recognizes which concepts are needed for a scenario, applies, and correctly solves (GE- Computation)			33%	66%	
Accurately interprets, validates and communicates responses (GE- computation)			33%	66%	
Demonstrates effective social skills and understands human behavior (GE- Human Relations)			33%	66%	
Applies knowledge and experience to foster personal growth and appreciate the social world (GE- Human Relations)			33%	33%	33%
Builds and manages relationships (GE- Communication)			33%	66%	

Manufacturing Specific Program Outcomes

PLO	UNSAT	MARGINAL	AVE	PROFICIENT	OUTSTAND
Demonstrate the technical knowledge and skills necessary for industrial/manufacturing systems			100%		
Communicate effectively, both orally and in writing, using language appropriate to industrial and manufacturing environments.			100%		

Perform troubleshooting/problem solving processes as applied to industrial situations.		100%		
Apply correct mathematical and scientific principles necessary to a mechanized production environment.		100%		
Employ the principles of the customer-business relationship within a manufacturing environment.		100%		

Business Specific Program Outcomes

PLO	UNSAT	MARGINAL	AVE	PROFICIENT	OUTSTAND
Social Skills: Works effectively and ethically within a diverse business team				50%	50%
Info Literacy Skills: Use computer applications for managerial analysis, presentations and reports					100%
Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions					100%
Communication Skills: Communicate effectively, appropriately, and professionally to internal and external stakeholders					100%

General Observations from this year:

During the 2019 in-service faculty decided which two ILO's would serve as our themes for the year. These now alternate (2020, 2021) and this next year we will be focusing on;

1. Cultural Awareness: Students will demonstrate respect, honesty, fairness and ethical principles by understanding and appreciating differences in cultures
2. Problem Solving Skills: Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgement based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study.

All faculty have divided their program learning outcomes so that each PLO is measured at least once prior to the next Program Review. 100% of all department chairs measured the program outcome selected for this year. Results for this year are as follows;

PLO	Courses Measured	Aggregated Results	Analysis & Goal Setting
GED - Evaluate and solve math problems	GED 7500	5 students passed their GED Math Exam Summer Enrollment – 12 Fall Enrollment 35: 7 retained from Summer	We need to revisit these outcomes next year and compare them with our baseline. This will give us a point to begin continuous improvement

		Winter Enrollment 43: 4 retained from Summer 20 retained from Fall Spring Enrollment 33 3 retained from Summer 13 retained from, Fall 18 retained from Winter 3 Students were enrolled in all 4 terms 4 students completed all 4 exams.	
GED - Explain ideas in writing. & GED - Demonstrate reading comprehension	GED 7500	6 students passed their ELA Exam. 9 Students passed their Social Studies Exam 9 Students passed their Science Exam Summer Enrollment – 12 Fall Enrollment 35: 7 retained from Summer Winter Enrollment 43: 4 retained from Summer 20 retained from Fall Spring Enrollment 33 3 retained from Summer 13 retained from, Fall 18 retained from Winter 3 Students were enrolled in all 4 terms 4 students completed all 4 exams.	We need to revisit these outcomes next year and compare them with our baseline. This will give us a point to begin continuous improvement
ESOL - Demonstrate effective communication	ESOL 7450	Summer – ESOL was canceled due to COVID restrictions. Fall enrollment 18 Winter Enrollment 15: 7 were retained from Fall Spring Enrollment 17: 9 were retained from Winter 4 attended all 3 terms 4 are ready to enroll in Intermediate ESOL	We need to revisit these outcomes next year and compare them with our baseline. This will give us a point to begin continuous improvement
Criminal Justice	CJA 115 CJA 114 CJA 105 CJA 263 CJA 260 CJA 262	CJA 115: 7 out of 11 received a B or better. Overall average grade: 2.81 CJA 114: This course was canceled. CJA 105: 5 out of 5 received a B or better. Overall average grade: 3.80 CJA 263: This course was canceled CJA 260: Not offered this year CJA 262: 4 out of 5 received a B or better. Overall average grade: 3.40	We will revisit these outcomes next year and compare assessment data now that we have a baseline. We will review Course Outcome Assessments to determine program improvement.
Criminal Justice	CJA 105 CJA 243 CJA 263 CJA 218	CJA 105: 5 out of 5 received a B or better. Overall average grade: 3.80 CJA 243: 3 out of 5 received a B or better. Overall average	We will revisit these outcomes next year and compare assessment data now that we have a

	CJA 260 CJA 262	grade: 2.8 CJA 263: This course was canceled CJA 218: 4 out of 5 received a B or better. Overall average grade: 3.0 CJA 260: Not offered this year. CJA 262: 4 out of 5 received a B or better. Overall average grade: 3.40	baseline. We will review Course Outcome Assessments to determine program improvement.
Criminal Justice	CJA 230 CJA 214 CJA 213 CJA 245	CJA 230: 4 out of 6 received a B or better. Overall average grade: 2.66 CJA 214: 5 out of 5 received a B or better. Overall average grade: 3.0 CJA 213: 8 out of 9 received a B or better. Overall average grade: 2.88 CJA 245: Not offered this year.	We will revisit these outcomes next year and compare assessment data now that we have a baseline. We will review Course Outcome Assessments to determine program improvement.
MIT	WLD XXX MCH XXX ELT XXX APRXXX IMT XXX	Overall only a few students received developing marks on this measure (overall 11 developing marks). This is good, but with the focus on problem-solving, we need to place additional emphasis on this measure	I think we need to re-evaluate the measure. We want to improve on this skill and we need to look at courses that crosswalk this outcome and look at higher-order problem-solving skills.
MIT	WLD XXX MCH XXX ELT XXX APRXXX IMT XXX	No measurement in 2020-2021 we need to change the outcome.	I recommend we work with the advisory committee to rewrite the PLO to take into consideration the work being done with Cultural Communication as it aligns with the business customer interface.

NOTE: We will continue working towards more quantitative data measurements each year.

Note: AG/NR/FOR and BUS did not complete the annual review because they completed their 3 year program reviews and set new CLO/PLO/ILO goals this year:

Goals 2020-2021:

1. Will offer at least one training on norming assessment across departments for increased consistency. **MET**
2. Improve response rates on the graduation survey. **MET**
3. Continue to ensure that all SLO's are measured during each class. This year utilize the new system to analyze SLO results by population (e.g. age, gender, ethnicity and first generation status). **MET**
4. Improve outcome achievement in writing as measured by the graduation survey, course pass rates, and writing department Annual Program review Update Form. **MET**

Goals: 2021-2022:

1. We will develop rubrics for student employers to use in the CWE capstone courses and train them on its use.
2. We will have 100% employer completion of the survey.
3. We will continue to make progress on common assignments to drive more effective measurement.
4. Department chairs and Deans will dig into data at least 6 times during the next year to further these processes and inform the process.

The strategies for achieving these goals are outlined in the Academic Long Term Vision plan that exists for all departments and is reviewed at least bi-annually with all full time faculty and Instructional staff.

Overall, we are very pleased with the progress made over the past year and look forward to further improvement.

Financial Report

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATION …………………………..…………....………..…..VP Williams

The report for the month of September 2021 is available for your review.

Tillamook Bay Community College
Unaudited Summary Financial Information
General Fund
Fiscal Year-to-Date Ended September 2021
25.00% of fiscal year elapsed

	FY 2020-2021			FY 2021-2022		
	Annual Budget	09/30/20 Actual	Percentage of Budget	Annual Budget	09/30/21 Actual	Percentage of Budget
Resources						
Beginning Fund Balance	$ 1,600,000	$ 1,748,183.02	109.26%	$ 1,600,000	$ 1,825,048.40	114.07%
State	$ 2,419,566	$ 606,016.46	25.05%	$ 2,784,406	$ 721,820.84	25.92%
Property Taxes	$ 1,402,498	$ 4,850.18	0.35%	$ 1,410,834	$ 3,985.15	0.28%
Local Contracts	$ 74,000	$ 9,600.00	0.00%	$ 40,640	$ 44,285.04	108.97%
Tuition	$ 942,100	$ 419,456.11	44.52%	$ 942,100	$ 332,500.02	35.29%
Fees	$ 231,377	$ 109,821.00	47.46%	$ 225,077	$ 76,420.00	33.95%
Sale of Goods	$ 4,500	$ 1,521.56	33.81%	$ 5,000	$ 1,270.00	25.40%
Interest	$ 115,000	$ 14,252.74	12.39%	$ 50,000	$ 7,316.40	14.63%
Rental	$ 18,000	$ 2,000.00	11.11%	$ 18,000	$ 2,150.00	11.94%
Miscellaneous	$ 30,000	$ 8,644.64	28.82%	$ 30,000	$ 11,356.40	37.85%
Transfers	$ 412,816	$ 4,635.42	1.12%	$ 580,683	$ 25,324.86	4.36%
Total resources	$ 7,249,857	$ 2,928,981.13	40.40%	$ 7,686,740	$ 3,051,477.11	39.70%
Expenditures						
Instruction	$ 2,092,856	$ 387,364.71	18.51%	$ 2,255,758	$ 358,748.29	15.90%
Instructional Support	$ 679,872	$ 146,650.21	21.57%	$ 724,461	$ 147,447.95	20.35%
Student Services	$ 608,847	$ 133,595.33	21.94%	$ 629,173	$ 144,434.57	22.96%
College Support	$ 1,824,031	$ 447,253.73	24.52%	$ 2,073,977	$ 494,006.31	23.82%
Plant Operation	$ 383,607	$ 86,561.10	22.57%	$ 378,180	$ 88,265.36	23.34%
Transfers	$ 293,000	$ 38,780.34	13.24%	$ 298,000	$ 41,028.09	13.77%
Contingency	$ 167,644	$ -	0.00%	$ 127,191	$ -	0.00%
Total expenditures	$ 6,049,857	$ 1,240,205.42	20.50%	$ 6,486,740	$ 1,273,930.57	19.64%
Ending fund balance	$ 1,200,000	$ 1,688,775.71	140.73%	$ 1,200,000	$ 1,777,546.54	148.13%

Tillamook Bay Community College
Unaudited Summary Financial Information (Modified Accrual Basis)
Fiscal Year-to-Date Ended September 2021

	Fund No.	Beginning Fund Balance	2021-2022 Revenue	2021-2022 Expenditures	Ending Fund Balance	2021-2022 Spendable Budget	2020-2021 Prior Year Expenditures 9/30/2020
Nursing Program Agreement	2010	$ -	$ -	$ -	$ -	$ 49,000	$ -
Tillamook Works	2030	$ 11,523.42	$ -	$ 16,962.52	$ (5,439.10)	$ 77,113	$ 19,984.52
Pathways Grant	2250	$ -	$ -	$ 6,326.01	$ (6,326.01)	$ 29,707	$ 8,935.30
Industrial Maintenance Tech	2260	$ 19,314.25	$ 6,250.00	$ 296.66	$ 25,267.59	$ 32,679	$ 13,415.86
SBDC Federal Grant	2300	$ -	$ -	$ 6,653.10	$ (6,653.10)	$ 33,000	$ 7,116.38
SBDC State Grant	2310	$ -	$ -	$ 31,835.14	$ (31,835.14)	$ 72,000	$ 7,961.95
SBDC Program Income	2320	$ 135,436.91	$ 9,250.00	$ 17,280.50	$ 127,406.41	$ 115,438	$ 3,107.84
SBDC - NOW Grant	2321	$ -	$ 8,400.00	$ -	$ 8,400.00	$ -	$ -
SBDC Rural Outreach Grant	2330	$ -	$ -	$ -	$ -	$ 10,000	$ 400.00
SBDC CARES Act	2331	$ -	$ -	$ -	$ -	$ -	$ 8,501.49
EDC Contract	2350	$ -	$ 12,698.94	$ 37,983.36	$ (25,284.42)	$ 161,356	$ 36,773.48
TEC Vocational Education Grant	2400	$ -	$ -	$ -	$ -	$ 66,000	$ -
Food Pantry	2480	$ 1,153.43	$ -	$ -	$ 1,153.43	$ 1,000	$ 281.03
ASPIRE Program	2540	$ 3,444.32	$ -	$ -	$ 3,444.32	$ 3,000	$ -
Student Success Grant	2560	$ -	$ -	$ 16,565.12	$ (16,565.12)	$ 70,000	$ 15,120.68
STEP Grant	2580	$ 29,601.32	$ -	$ 15,217.49	$ 14,383.83	$ 43,700	$ 9,480.50
STEP 100% Grant	2581	$ 3,073.76	$ -	$ 3,073.76	$ -	$ -	$ -
Pathways to Opportunity	2590	$ -	$ -	$ 2,437.67	$ (2,437.67)	$ 18,750	$ 5,946.50
ONWIB Student Success Coach	2595	$ -	$ -	$ -	$ -	$ 36,281	$ -
Guided Pathways Implementation	2610	$ 20,810.45	$ -	$ -	$ 20,810.45	$ 18,000	$ -
CARES Act Institutional - Section 1	2701	$ -	$ -	$ 196,691.33	$ (196,691.33)	$ -	$ -
CARES Act Institutional - Section 2	2702	$ -	$ -	$ 15,950.00	$ (15,950.00)	$ -	$ -
CARES Act Institutional - Section 3	2703	$ -	$ -	$ 1,372.55	$ (1,372.55)	$ -	$ -
GEER Institutional Grant	2704	$ -	$ -	$ 10,606.35	$ (10,606.35)	$ -	$ -
Partners for Rural Innovation Operations	2890	$ 11,218.58	$ 1,375.00	$ 14,503.24	$ (1,909.66)	$ 39,800	$ 12,478.27
Capital Depreciation & Maintenance Fund	2900	$ 938,888.81	$ 1,302.92	$ -	$ 940,191.73	$ 35,000	$ -
Timber Tax Reserve Fund	2910	$ 3,849,400.84	$ -	$ -	$ 3,849,400.84	$ 728,568	$ -
PRI Capital Maintenance Fund	2920	$ 81,359.57	$ 112.90	$ -	$ 81,472.47	$ 20,000	$ -
Strategic Investment Fund	2950	$ 1,243,831.09	$ 1,746.26	$ -	$ 1,245,577.35	$ 300,000	$ -
Total Special Fund		$ 6,349,056.75	$ 41,136.02	$ 393,754.80	$ 5,996,437.97	$ 1,960,392	$ 149,503.80

Schedule of Special Fund borrowing from General Fund	Ending Fund Balance	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 9/30/2021
Total of Grants that borrow from the General Fund	$ (280,335.07)	$ 6,801.68	$ -	$ (287,136.75)
Total of Grants & Reserves that are not borrowing from the General Fund	$ 6,276,773.04	$ 10,304.89	$ -	$ 6,266,468.15
Total Special Fund	$ 5,996,437.97	$ 17,106.57	$ -	$ 5,979,331.40

	Fund No.	Beginning Fund Balance	2021-2022 Revenue	2021-2022 Expenditures	Ending Fund Balance	2021-2022 Spendable Budget	2020-2021 Prior Year Expenditures
Community Education	3100	$ 10,586.83	$ 1,951.00	$ 1,255.31	$ 11,282.52	$ 13,769	$ 2,295.62
TBCC Store	3200	$ 12,338.70	$ 249.25	$ 35.45	$ 12,552.50	$ 5,550	$ 103.45
Customized Training Projects	3300	$ 16,503.04	$ -	$ -	$ 16,503.04	$ 18,295	$ 300.00
Truck Driving Program	3310	$ 39,144.77	$ 47,100.00	$ 32,632.95	$ 53,611.82	$ 153,251	$ 15,565.09
Truck Driving Simulator	3320	$ (12,252.88)	$ -	$ 1,207.62	$ (13,460.50)	$ 23,935	$ 16,838.96
TBCC Vending	3400	$ 6,751.39	$ 782.66	$ 742.29	$ 6,791.76	$ 7,300	$ 38.07
Total Enterprise Fund		$ 73,071.85	$ 50,082.91	$ 35,873.62	$ 87,281.14	$ 222,100	$ 35,141.19
PERS Pension Bond Fund	4100	$ 29,121.04	$ 40,679.34	$ 1,600.00	$ 68,200.38	$ 171,118	$ 1,600.00
General Obligation Bond Fund	4200	$ 30,505.23	$ 2,074.88	$ -	$ 32,580.11	$ 763,325	$ -
Total Debt Service Fund		$ 59,626.27	$ 42,754.22	$ 1,600.00	$ 100,780.49	$ 934,443	$ 1,600.00
Local Match Fund	5250	$ 175,920.62	$ 244.12	$ -	$ 176,164.74	$ 53,291	$ -
Grant Construction Fund	5550	$ (175,008.57)	$ -	$ -	$ (175,008.57)	$ -	$ -
Total Capital Projects Fund		$ 912.05	$ 244.12	$ -	$ 1,156.17	$ 53,291	$ -
Associated Students of TBCC	7100	$ 6,670.97	$ 349.80	$ 163.10	$ 6,857.67	$ 9,481	$ 166.10
Phi Theta Kappa Honorary Society Fund	7200	$ 1,009.82	$ 85.00	$ 133.18	$ 961.64	$ 3,725	$ 248.84
Total Agency Fund		$ 7,680.79	$ 434.80	$ 296.28	$ 7,819.31	$ 13,206	$ 414.94
PELL Grant	8010	$ -	$ 180,670.00	$ 180,670.00	$ -	$ 751,150	$ 64,908.00
Supplemental Education Opportunity Grant	8020	$ -	$ 2,520.00	$ 2,520.00	$ -	$ 17,625	$ 1,050.00
CARES Act for Students	8090	$ -	$ -	$ -	$ -	$ 150,000	$ 28,539.00
CRRSA Act for Students	8093	$ -	$ 33,017.00	$ 33,017.00	$ -	$ -	$ -
Direct Loans	8100	$ -	$ 8,206.00	$ 8,206.00	$ -	$ 350,000	$ 10,888.00
Federal Work Study	8190	$ -	$ -	$ -	$ -	$ 16,944	$ 1,339.99
Oregon Opportunity Grant	8210	$ -	$ 89,200.00	$ 60,190.00	$ 29,010.00	$ 250,000	$ -
Chafee Grant	8220	$ -	$ -	$ 1,667.00	$ (1,667.00)	$ 15,000	$ -
Oregon Promise Grant	8230	$ -	$ 22,100.00	$ 22,991.00	$ (891.00)	$ 90,000	$ -
State CARES Support	8231	$ -	$ 1,667.00	$ 1,667.00	$ -	$ -	$ -
Tuition Waivers	8310	$ 10,000.00	$ -	$ 416.00	$ 9,584.00	$ 10,000	$ 561.00
Board Scholarships	8320	$ 39,599.62	$ -	$ 41,140.20	$ (1,540.58)	$ 170,000	$ 21,012.00
Institutional Work Study	8330	$ 42,359.85	$ -	$ -	$ 42,359.85	$ 10,072	$ -
Foundation Scholarships	8340	$ -	$ 3,397.80	$ 32,590.52	$ (29,192.72)	$ 85,000	$ 5,083.11
Non-Institutional Scholarships	8400	$ 420.00	$ 12,485.00	$ 7,478.00	$ 5,427.00	$ 53,328	$ 1,524.00
Total Financial Aid Fund		$ 92,379.47	$ 353,262.80	$ 392,552.72	$ 53,089.55	$ 1,969,119	$ 134,905.10

Agenda Item 5.C. - Attachment #3
Tillamook Bay Community College
Summary Financial Information - Cash Status
Preliminary for Fiscal Year-to-Date Ended September 2021
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		$ 1,389,462			$ 6,118,659			$ 72,494			$ 50,650	
Beginning Fund Balance	$ 1,600,000	$ 1,825,048	114.07%	$ 6,244,908	$ 6,349,057	101.67%	$ 55,036	$ 73,072	132.77%	$ 60,000	$ 59,626	0.00%
Resources												
State Aid	$ 2,784,406	$ 721,821	25.92%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Grants and Contracts	$ 40,640	$ 44,285	0.00%	$ 664,207	$ 27,349	4.12%	$ 13,093	$ -	0.00%	$ -	$ -	0.00%
Tuition and Fees	$ 1,167,177	$ 408,920	35.03%	$ 40,150	$ 9,250	23.04%	$ 169,856	$ 41,138	24.22%	$ -	$ -	0.00%
Local Taxes	$ 1,410,834	$ 3,985	0.28%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ 728,100	$ 2,032	0.28%
Timber	$ -	$ -	0.00%	$ 768,274	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Sale of Goods	$ 5,000	$ 1,270	25.40%	$ -	$ -	0.00%	$ 6,000	$ 438	7.30%	$ -	$ -	0.00%
Interest	$ 50,000	$ 7,317	14.63%	$ 20,450	$ 3,162	15.46%	$ -	$ -	0.00%	$ 3,225	$ 44	1.36%
Rental	$ 18,000	$ 2,150	11.94%	$ 8,000	$ 1,375	17.19%	$ -	$ -	0.00%	$ -	$ -	0.00%
Miscellaneous	$ 30,000	$ 11,356	37.85%	$ 84,700	$ -	0.00%	$ 28,009	$ 7,100	25.35%	$ -	$ -	0.00%
Transfers	$ 580,683	$ 25,325	4.36%	$ 53,291	$ -	0.00%	$ -	$ 1,406	0.00%	$ 160,000	$ 40,678	25.42%
Total Revenues	$ 6,086,740	$ 1,226,429	20.15%	$ 1,639,072	$ 41,136	2.51%	$ 216,958	$ 50,082	23.08%	$ 891,325	$ 42,754	4.80%
Expenditures												
Salaries and Wages	$ 4,831,360	$ 942,287	19.50%	$ 515,634	$ 169,169	32.81%	$ 124,892	$ 24,818	19.87%	$ -	$ -	0.00%
Operating Expenditures	$ 1,210,189	$ 290,616	24.01%	$ 325,194	$ 76,822	23.62%	$ 84,419	$ 10,329	12.24%	$ 1,600	$ 1,600	100.00%
Capital Outlay	$ 20,000	$ -	0.00%	$ 15,000	$ 121,880	812.53%	$ -	$ -	0.00%	$ -	$ -	0.00%
Debt Service	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ 932,843	$ -	0.00%
Transfers	$ 298,000	$ 41,028	13.77%	$ 573,564	$ 25,884	4.51%	$ 4,589	$ 727	15.84%	$ -	$ -	0.00%
Other budgetary accounts (Note 1)	$ 127,191	$ -	0.00%	$ 6,367,857	$ -	0.00%	$ 8,200	$ -	0.00%	$ -	$ -	0.00%
Total expenditures	$ 6,486,740	$ 1,273,931	19.64%	$ 7,797,249	$ 393,755	5.05%	$ 222,100	$ 35,874	16.15%	$ 934,443	$ 1,600	0.17%
Ending Fund Balance	$ 1,200,000	$ 1,777,546		$ 86,731	$ 5,996,438		$ 49,894	$ 87,280		$ 16,882	$ 100,780	

Adjustments to bring Ending Fund
Balance to Ending Cash Balance

	General Fund		Special Fund		Enterprise Fund		Debt Service Funds	
Assets								
Receivables		$ 321,362		$ 17,107		$ 17,500		$ 35,594
Inventories		$ 614		$ -		$ -		$ -
NET EFFECT ON CASH		$ (321,976)		$ (17,107)		$ (17,500)		$ (35,594)
Liabilities								
Accounts Payable		$ 83,253		$ -		$ -		$ -
Unearned Revenue (Note 2)		$ 65,782		$ -		$ -		$ 35,594
Payroll		$ 183,412		$ -		$ -		$ -
NET EFFECT ON CASH		$ 332,447		$ -		$ -		$ 35,594
NET ADJUSTMENTS		$ 10,471		$ (17,107)		$ (17,500)		$ -
ENDING CASH BALANCE		$ 1,788,017		$ 5,979,331		$ 69,780		$ 100,780

Agenda Item 5.C. - Attachment #3
Tillamook Bay Community College
Summary Financial Information - Cash Status
Preliminary for Fiscal Year-to-Date Ended September 202
25.00% of Budget Period Expended

	Capital Projects Funds			Agency Fund			Financial Aid Fund		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		$ 912			$ 7,681			$ 94,001	
Beginning Fund Balance	$ 1,291	$ 912	70.64%	$ 2,700	$ 7,681	284.48%	$ 125,828	$ 92,379	73.42%
Resources									
State Aid	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Grants and Contracts	$ -	$ -	0.00%	$ -	$ -	0.00%	$ 1,633,750	$ 337,380	20.65%
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%	$ -	$ -	0.00%	$ -	$ -	0.00%
Interest	$ 2,000	$ 244	12.20%	$ -	$ -	0.00%	$ -	$ -	0.00%
Rental	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Miscellaneous	$ 50,000	$ -	0.00%	$ 3,025	$ 85	2.81%	$ 135,000	$ 15,883	11.77%
Transfers	$ -	$ -	0.00%	$ 8,000	$ 350	4.38%	$ 130,000	$ -	0.00%
Total Revenues	$ 52,000	$ 244	0.47%	$ 11,025	$ 435	3.95%	$ 1,898,750	$ 353,263	18.61%
Expenditures									
Salaries and Wages	$ -	$ -	0.00%	$ 6,266	$ -	0.00%	$ 26,341	$ -	0.00%
Operating Expenditures	$ -	$ -	0.00%	$ 6,940	$ 296	4.27%	$ 1,940,248	$ 392,433	20.23%
Capital Outlay	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Debt Service	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Transfers	$ 53,291	$ -	0.00%	$ -	$ -	0.00%	$ 2,530	$ 120	0.00%
Other budgetary accounts (Note 1)	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Total expenditures	$ 53,291	$ -	0.00%	$ 13,206	$ 296	2.24%	$ 1,969,119	$ 392,553	19.94%
Ending Fund Balance	$ -	$ 1,156		$ 519	$ 7,820		$ 55,459	$ 53,089	

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	$ 1,156		$ 7,820		$ 53,089

$ 7,999,973

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

<u>RECOMMENDATION</u>
INFORMATION ONLY

<u>BACKGROUND INFORMATION</u> …………………………..……………...........…President Tomlin

<u>Upcoming Dates</u>:
- The next Board meeting is Monday, <u>December 6 at 5:00 pm</u> in Room 214/15 and on Zoom.
- Extended Staff Meetings scheduled for Friday, November 12 and 19 from 8:15-11am. You will all receive the Zoom link and are welcome to attend.
- The next OCCA Board meeting is scheduled for Friday, December 3 from 8:30-noon on Zoom.

<u>Updates</u>:
- Any questions about Mandatory Reporting training requirement for Boards?
- Reorganization discussions with faculty and staff
- Shared governance discussions with Faculty and College Council
- Office space task force

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