Board of Education Meeting Agenda

Date: Monday, February 7, 2022

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 January 3, 2022 Meeting Minutes
   c. Personnel Report……..……..Director Ryan

3. **Invitation for Public Comment** ---------- Chair Gervasi
   Available at the beginning of the meeting is an opportunity for the public to comment on any issue within the jurisdiction of the Tillamook Bay Community College Board of Education. The Board Chair may determine reasonable time, space and manner limitations. At the conclusion of public comment, individual members of the Board may respond to comments made by those who have addressed the Board, may ask staff to review a matter, or may ask that a matter be put on a future agenda.

4. **New Business and/or focused policy discussions**
   a. Policy Review, 100-series: Second Reading …….…. (Action) President Tomlin
   b. Policy Review, 200-series: First Reading …….. President Tomlin
   c. AAS Business/Emphasis in Entrepreneurship: Second Reading…(Action) VP Rivenes
   d. Discussion of Tuition and Fees for 2022-2023 ……. AVP Williams
   e. President's Evaluation Process for 2021-2022 ……..……... President Tomlin
   f. Budget Committee Membership ……..….(Action) AVP Williams
   g. Progress Report: 2021-2022 Project Lists ……..…. Director McCarley
   h. Election Resolution ……...(Action) VP Luquette

5. **Information-Only Items (Board members may request any item be placed on the discussion agenda)**
   a. Staff Recognition: Paul Nesbit/SBDC ……VP Rivenes
   b. Program Review: Business Administration ……..…… VP Rivenes
   c. ASTBCC Report …… President Ayala
   d. Financial Report……..……..…... AVP Williams
   e. President's Report……...…..…. President Tomlin

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

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

8. **Executive Session** ---------- (Action) Chair Gervasi
   Move to the Executive Session of the Meeting.

   Pursuant to O.R.S. § 192.660 (2)(i) legal notice is hereby given to the members of the Tillamook Bay Community College Board of Education (Board) and to the general public that the Board has elected to go into Executive Session for the purpose of discussing Real Property issues on Monday, February 7 at 7:00pm in a virtual format.

Call to Order

RECOMMENDATION
CALL THE BOARD MEETING TO ORDER & ACKNOWLEDGE GUESTS

BACKGROUND INFORMATION……Chair Gervasi

Approval of the Consent Agenda

RECOMMENDATION

ACTION

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

Items for approval:

a. Approval of Agenda
b. Approval of January 3, 2022 Meeting Minutes
c. Approval of the Personnel Report

Approval of the Agenda

RECOMMENDATION

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January 3, 2022 Board of Education Meeting Minutes

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

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

Members Not in Attendance: Jennifer Purcell

TBCC Staff in Attendance: President Ross Tomlin, VP Teresa Rivenes, VP Heidi Luquette, Director Erin McCarley, AVP Kyra Williams, AVP Rhoda Hanson, Director Sheryl Neu, Director Pat Ryan, Executive Assistant Candi Merrill, Faculty member Megan Deane-Mckenna, Program Coordinator Nat Macias, and Matthew Rehl

Guests in Attendance: Gary Bond

Call to Order • Acknowledge Guests (Agenda Item 1) ---------- Chair Gervasi
The meeting was called to order at 5:01.

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

Approval of Agenda (Agenda Item 2.a)
There were no changes to the agenda for the January 3, 2022 meeting.

Approval of October 11, 2021 Meeting Minutes (Agenda Item 2.b)
There were no corrections to the minutes from the December 6, 2021 meeting.

Personnel Report (Agenda Item 2.c)…… Director Ryan
The Personnel Report for the month is included in the packet for this meeting. Open positions include: Career Education Advisor, Business Office Specialist, Title III Project Director, Executive Assistant to the President and Board, Human Resources Director, Dean of General Education and Transfer and Tillamook Works Coordinator. The Nursing Director position was just posted this afternoon so it does not appear on the Personnel Report in the packet.

Betsy McMahon motioned to approve the Consent Agenda. Mary Faith Bell seconded the motion. **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)

Policy 303 Stipends: Second Reading (Agenda Item 4.a) ……. (Action) President Tomlin
This was the second reading of Policy 303, a new policy defining in which catagories staff may be eligible for a fixed monetary payment in addition to their regular salary. No changes have been made since the first reading. The board had no question or concerns, but commented that they were glad to see this policy put in place.

Betsy McMahon motioned to approve Policy 303. Pam Zweifel seconded the motion. **The motion carried.**

Reviewed Policies, 100-Level: First Reading (Agenda Items 4.b) ……. President Tomlin
Seven of the policies in the 100-series were reviewed and revised. President Tomlin read through each of the revisions suggested for those policies. The full text of the Policies with revisions is included in the packet for this meeting. The board had no questions and there was no discussion.

Changing Position Titles on all Policies (Agenda Item 4.c) ……. (Action) President Tomlin
As a result of the reorganization that has taken place at the College (effective this month) several TBCC staff job titles have changed. This means that many policies and administrative rules now contain incorrect job titles. Rather than bringing each of the policies to the board to have changes approved one by one, President Tomlin asked the board to grant approval to make all those job title changes in policies at once.

Mary Faith Bell motioned to approve changing position titles across the board on all policies. Betsy McMahon seconded the motion. **The motion carried.**

AAS Business/Emphasis in Entrepreneurship: First Reading (Agenda Item 4.d) ….. VP Rivenes
A new emphasis has been created in TBCC's Business Administration program: Entrepreneurship. The degree map, outlining how this emphasis fits in to the AAS Business is included in the packet for this meeting. VP Rivenes brought this information forward for the Board's review. This was a first reading, so it will be on the agenda again at the February meeting to ask for board approval to offer this emphasis next year. The board had no questions.

Audit Report (Agenda Item 4.e) …….. (Action) AVP Williams
AVP Williams introduced the 2020-2021 Annual Financial Report for the Board's approval. She noted that the report states that the auditors had no issues in performing the audit and that, in their opinion, the financial report fairly represents the financial position of Tillamook Bay Community College as of June 30, 2021. In reviewing the financial report, it can be seen that there was a significant decrease in cash at the end of 2021. This was due to a purchase of property, the biennium close out of grants and the fluctuation in the distribution of the Community College Support Funds; it is not a cause for concern. The Board had no questions.

Tamra Perman motioned to approve the Annual Audit Report for 2020-2021 for filing and distribution. Mary Faith Bell seconded the motion. **The motion carried.**

Organizational, Legal, and Financial Designations (Agenda Item 4.f) ……. (Action) AVP Williams

AVP Williams asked the board to approve the organizational, legal, and financial designations for fiscal year 2021-2022. The changes will include updated job titles throughout, an an authorization of additional job titles to sign checks and the issuance of an additional credit card. The full text outline of these changes is included in the packet for this this meeting.

Betsy McMahon motioned to approve the organizational, legal, and financial designations for fiscal year 2021-2022. Mary Jones seconded the motion. **The motion carried.**

Authorization for Additional Check Signer (Agenda Item 4.g)…….…. (Action) AVP Williams
The board was asked to approve Kathy Gervasi to sign the bank document on behalf of the board to grant VP of Administration, to approve Heidi Luquette for check signing authority for the College, and to approve VP Luquette to also have check signing authority.

Mary Faith Bell motioned to approve these authorization changes. Pam Zweifel seconded the motion. **The motion carried.**

Information-Only Items (agenda item 5)

Program Review: Student Services (agenda item 5.a)……..…… AVP Hanson
AVP Hanson summarized the Student Services Program Review completed in 2020-2021. The full text of the report is included in the packet for this meeting. Highlights include the Student Services staff focus in the following areas: achieving and maintaining optimal enrollment levels, providing mentoring and coaching to students, ensuring students progress through their program in a timely manner, connecting students to all available financial resources, and fostering student engagement and participation. AVP Hanson also mentioned that Student Services is continuing to grow and expand and that the department will engage in a LEAN audit this year which will inform staffing and procedure decisions. The Board expressed their appreciation of the work done by the Student Services team.

Juntos Update (agenda item 5.b) ……..…..... Faculty Deane-McKenna, Coordinator Macias
Juntos is a program for Spanish-speaking students and their families to learn about the pathways from middle to high school to higher education. Faculty member Megan Deane-McKenna and Program Coordinator Nat Macias gave a presentation on the Juntos Afuera program. This is a 10-week outdoor program offered in Summer in which LatinX students learn about and celebrate their culture while enjoying outdoor activities such as hiking and kayaking. Participants learn leadership skills and build relationships with others in their community and at the College. A printout of the Powerpoint presentation is included in the packet for this meeting. The board was very appreciative of the report on this program.

Financial Report (Agenda Item 5.c) ……..……..……. AVP Williams
The financial report for the month of November, 2021 is included in the packet for this meeting. AVP Williams called attention to the fact that the beginning fund balance is now finalized. Revenue from tuition and fees is down slightly this year, probably because the high schools are offering more dual-credit classes than they did last year. The board had no questions.

President's Report (Agenda Item 5.d)…….…….. President Tomlin
President Tomlin gave his report including a reminder that the next Board meeting is February 7.

The NWCCU Accreditation meeting, which was supposed to have taken place in Seattle on January 20, will now be held on Zoom on that same date.

Update for the Board on the Bond Campaign: Chris Weber has agreed to be the chair of the Friends of TBCC Committee. Betsy McMahon will be the Vice-Chair and Marilyn Phegley, Treasurer. Nine people are confirmed for committee membership, with representation from North, Central and South County areas, including TBCC Board members Mary Jones and Kathy Gervasi. Jeannette Haggerty, former TBCC Foundation Board member from South County, has also agreed to be on the committee. There will be a meeting later this week with just the officers to get them registered with the Secretary of State. The goal of the group is to organize and implement a bond campaign to encourage voters to vote yes on the $14.4M bond at the May election for the new campus building. There is a lot to accomplish by the end of April, and we are excited to be getting started.

The Strategic Planning process is underway. January is being spent in data collection via surveys, interviews, and focus groups. All of this data will be put into an "Insight" report, which will shared with the Board at the March meeting. That data will be used to help generate the new strategic priorities, and vision and mission statements.

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

Adjournment (Agenda Item 7) ---------- (Action) Chair Gervasi
Mary Faith Bell motioned to adjourn the meeting. Tamra Perman seconded the motion. **The motion carried.** The meeting was adjourned at 6:38pm.

Personnel

RECOMMENDATION
CONSENT AGENDA

BACKGROUND INFORMATION---------- Director Ryan

Position Title	Application Review Begins	Start Date	Comment	Screening Committee Chair	
Student Success Coaches			Interview Week of 1/31/22	Rhoda Hanson	
Business Office Specialist I (Purchasing/Accounts Payable)			First Review 2/14/2022	Jamie Berger	
Business Office Specialist (Accounts Receivable)			Position Offered	Kyra Williams	
Title III Project Director			First Review 1/26/2022	Heidi Luquette	
Executive Assistant to College President and Board			Second Interview 2/2/22	Ross Tomlin	
Human Resources Director			TBD	Heidi Luquette	
Dean of General Education and Transfer			Interviews Week of 1/31/22	Teresa Rivenes	
Director of Nursing and Allied Health Programs			Open Until Filled	Teresa Rivenes	
Tillamook Works Coordinator			Position Offered	Teresa Rivenes	
SBDC Business Advisor			Open Until Filled	Paul Nesbit	
Science Instructor (Biology)		Fall Term 2023	Open Until Filled	Teresa Rivenes	
ABE/GED/ESOL/Spanish Instructor		Fall Term 2023	Open Until Filled	Teresa Rivenes	
Director of Business Services			Open Until Filled	Kyra Williams	

Invitation of Public Comment

RECOMMENDATION

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

BACKGROUND INFORMATION……Chair Gervasi

NEW BUSINESS AND/OR FOCUSED POLICY DISCUSSIONS

RECOMMENDATION

BACKGROUND INFORMATION ---------- Chair Gervasi

Policy Review,100-series: Second Reading

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION……..…….……..…. President Tomlin

This is the year that we are reviewing all of the Board policies. Our Board Policy Committee (Kathy, Mary Faith, Mary) met in December to review recommended edits to the 100 policies and see if any other edits were suggested. The changes to the 100 policies follow this docket page. Policies where no changes are recommended are not included in the packet.

This is a second reading for these edits. No changes have been made since the first reading. We ask the board for approval of these revisions.

BOARD DUTIES AND RESPONSIBILITIES
Article No.: 100
Approved: April 7, 2008, October 13, 2014, November 14, 2016, November 6, 2017, March 1, 2021
Reference: ORS 341.287 [2]; ORS 341.290; ORS 192.420; ORS 341.790; ORS 294.336

100.1 - PHILOSOPHY

~~The Board of Education of Tillamook Bay Community College recognizes that it is responsible to all the citizens of the College service area which constitutes Tillamook County, regardless of political, social, fraternal, religious or other affiliation.~~ The Board of Education of Tillamook Bay Community College recognizes that it is responsible to all the citizens of the College service area which constitutes Tillamook County, regardless of race, ethnicity, family economic status, mobility, language, country of origin, gender, gender expression, sexual orientation, disability, zip code, and religious affiliation.

MISSION

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

GOVERNANCE

The Board of Education is primarily concerned with the creation, under existing law, of policies for the College, and for the evaluation of the effectiveness of those policies. The execution of given policy, the daily decisions made within its framework, and the methods used to enforce its provisions, are properly the responsibility of the College professional administrative staff.

100.2 - BOARD DUTIES AND RESPONSIBILITIES

The Board of Education shall ~~be responsible for~~ exercise the following roles and responsibilities, being ~~general oversight and control of the community college~~. consistent with any applicable rules or laws of the State of Oregon or the Higher Education Coordinating Commission: ~~Board of Education, the Board may:~~

A. Select and appoint the College President, and negotiate and approve the annual contract.

B. Select and appoint candidates to vacant Board positions.

C. Confirm the hiring of administrative officers, professional personnel and other employees. ~~, define their duties, terms and conditions of employment and prescribe compensation therefore~~.

~~D.~~ Enact and approve board policies for the governance of Tillamook Bay Community College. ~~including professional personnel and other employees and students therein and review on an annual basis.~~

~~E.~~ ~~Prescribe the educational program including the establishment of the academic requirements for diplomas, certificates and associate degrees including the degree guarantee maps for all degrees.~~ Approve all new academic programs.

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F. Approve the Annual College Budget, including approval of a COLA and/or step increase.

G. Approve capital construction contracts and other major expenditures over $100,000.

H. ~~Control use of and access to the grounds, buildings, books, equipment and other property of the College.~~

I. ~~Acquire, receive, hold control of, convey, sell, manage, operate, lease, lease-purchase, lend, invest, improve and develop any and all property of whatever nature given to or appropriated for the use, support or benefit of any activity under the control of the board, according to the terms and conditions of such gift or appropriation.~~

J. Approve the purchase, lease, rental, or disposal of real property. ~~upon a contractual basis when the period of time allowed for payment under the contract does not exceed 30 years.~~

~~K. Establish standards of admission to Tillamook Bay Community College and prescribe~~ Approve tuition rates and fees. ~~including fixing different tuition rates for students who reside in the county, students who do not reside in the county, but are residents of the state, and students who do not reside in the state.~~

~~L. Prescribe and expend funds so raised for special programs and services for the students and for programs for the cultural and physical development of the students.~~

~~M. Provide and disseminate to the public information relating to the program, operation and finances of Tillamook Bay Community College.~~

~~N. Establish or contract for advisory and consultant services.~~

~~O. Take, hold and dispose of mortgages on real and personal property acquired by way of gift or arising out of transactions entered into in accordance with the powers, duties, and authority of the board and institute, maintain and participate in suits and actions and other judicial proceedings in the name of the college for the foreclosure of such mortgages.~~

~~P. Maintain programs, services and facilities, and, in connection therewith, cooperate and enter into agreements with any person or public or private agency.~~

~~Q. Provide student services consistent with the College's mission to support student achievement of educational goals.~~

~~R. Join appropriate associations and pay any required dues therefore from resources of the College.~~

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~~S. Apply for state and federal funds and accept and enter into any contracts or agreements for the receipt of such funds from the State or Federal Government or its agencies for educational purposes.~~

~~T. Prescribe rules for the use and access to public records of the college that are consistent with ORS 192.420. However, the following records shall not be made available to public inspection for any purpose without consent of the person who is the subject of the record, or upon order of a court of competent jurisdiction:~~

~~1. Student records relating to matters such as grades, conduct, personal and academic evaluations, results of psychometric testing, disciplinary actions, if any, and other personal matters.~~
~~2. Employee records relating to matters such as conduct, personal and academic evaluations, disciplinary actions, if any, and other personal matters.~~

~~U. Enter into contracts for the receipt of cash or property, or both and establish annuities; and, commit, appropriate, authorize and budget for the payment of or other disposition of general funds to pay, in whole or in part, sums due under an annuity agreement, and to provide the necessary funding for reserves or other trust funds.~~

~~V. Encourage gifts to the College by faithfully devoting the proceeds of such gifts to the college purposes for which intended.~~

~~W. Approve the staff to build, furnish, equip, repair, lease, purchase and raze facilities; and locate, buy and acquire lands for all college purposes. Financing may be any prudent method, including but not limited to loans, contract purchase or lease. Leases authorized by this section include lease-purchase agreements where under the College may acquire ownership of the leased property at a nominal price. Such financing agreements may be for a term of up to 30 years except for lease arrangements which may be for a term of up to 50 years.~~

~~X. Participate in an educational consortium with public and private institutions that offer secondary, upper division and graduate instruction. To engage in such consortiums the College may expend money, provide facilities and assign staff to assist those institutions offering instruction.~~

Y. ~~Annually, the Board of Education will do~~ Draft and implement a Board Self-Evaluation to review its effectiveness as a governing board.

Z. Orient new board members.

1. Exercise any other power, duty or responsibility necessary to carry out the functions under this section or required by law.

2. Regularly prepare for and attend board meetings and important college events like graduation, and consistently fulfill their committee obligations.

BOARD DUTIES AND RESPONSIBILITIES
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100.3 - ORGANIZATION OF THE BOARD

The Board derives its authority from ORS, Chapter 341. The Board is subject to the provisions of the Constitution of the State of Oregon, applicable state and federal laws, its own policies and procedures, and the expressed will of the electorate. Board members serve without remuneration, except for actual and necessary expenses incurred by Board members in authorized travel for College business, conferences, or professional meetings.

The Board consists of seven positions nominated and elected from zones and at large within Tillamook County. The positions and corresponding zones are:

Position 1	Zone 1:	Beaver, Carnahan, Cloverdale, Hebo, Neskowin, Union, and Pacific City.
Position 2	Zone 2:	Fairview, Netarts, Oceanside, South Prairie, and Westside.
Position 3	Zone 3:	City of Tillamook (Precincts 1-6), Eastside, and Trask.
Position 4	Zone 4:	Bay City, Garibaldi, Kilchis, Maple Leaf, and Foley.
Position 5	Zone 5:	Nehalem, Pine Grove, Rockaway Beach, Wheeler, and Manzanita.
Position 6	At Large	
Position 7	At Large	

Elections are held in accordance with the provisions of the ORS 341.790. The term of office of all Board members shall begin on July 1 following the date of election. Board members shall serve until their successor's term begins. Board members must qualify by taking the oath of office before assuming the duties of the office.

The Board shall declare the office of a Board member vacant if it finds any of the following:

A. The incumbent has died or resigned, or

B. The incumbent has been removed, recalled, or the election has been declared void by a court of competent jurisdiction, or

C. The incumbent has ceased to be a resident of Tillamook County or the zone they were elected to represent, or

~~D. The incumbent has not discharged the duties of office for two consecutive regular monthly meetings or has consistently not fulfilled their committee obligations unless prevented there from by sickness or other unavoidable cause, or unless granted an excuse by the Chairperson of the Board. The Chairperson shall report and have entered such excuses in the minutes of the meeting for which the excuse was granted.~~

Vacant positions upon the Board shall be filled by appointment of a qualified voter residing in the zone in which the vacancy occurs. Board Members shall make efforts to recruit qualified candidates who represent the diversity of the voters in that zone. A Board member so appointed shall serve until the next regular Public Election when a successor shall be

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~~elected to serve for the remainder of the unexpired term.~~

100.4 - OFFICERS OF THE COLLEGE BOARD

The Board shall meet and organize at the June meeting by electing a chairperson and vice-chairperson from its members for the following academic year.

The President of the College shall be appointed the Clerk of the Board. The VP of Finance shall be appointed the Deputy Clerk of the Board, and the President or support staff to the President shall be named the Board Secretary.

100.5 - DUTIES OF OFFICERS

The duties of Board officers and committees will be as follows:

A. Chairperson
    1. To preside at all meetings of the Board.
    2. To appoint or provide for the election of all committees.
    3. To call special meetings as required.
    4. To perform such other duties as may be prescribed by law or by action of the Board.
    5. To have the same duty to vote on matters before the Board as the other members.
    6. Communicate with members that are experiencing attendance issues at board meetings or not consistently fulfilling committee obligations.
B. Vice-chairperson
    The Vice-chairperson shall uphold the duties of the Chairperson in her/his absence.
C. President of the College as Clerk of the Board
    1. The President is appointed by the Board as its Executive and shall implement the policies of the Board regarding the operation of the College.
D. Deputy Clerk
    1. The Deputy Clerk will function as Clerk in the absence of the Clerk. The Deputy Clerk may also be a co-signer for payment of College bills by check.
E. Secretary for the Board
    The major duties and responsibilities of the Secretary for the Board will be:
    1. To notify members of the Board of all regular and special meetings.
    2. To attend all Board meetings.
    3. To record the minutes of the meetings of the Board and transmit a copy of the minutes of the previous meeting to each member of the Board before each ensuing meeting.
    4. To have charge of all records, proceedings and documents of the Board.
F. Committees

BOARD DUTIES AND RESPONSIBILITIES
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1. The Chairperson shall appoint no more than three members to committees designated for a specific purpose. Committees shall not perform any of the Board's functions.

G. Budget Committee
1. As directed by ORS 294.336, the Budget Committee shall consist of seven College Board members and seven members appointed by the Board for three year terms. Appointees must be qualified electors of Tillamook County.

100.6 - AUTHORITY OF MEMBERS

~~Any duty imposed upon the Board as a body shall be performed at a regular or special meeting and shall be made a matter of record. The consent to any particular measure obtained from individual Board members when the Board is not in session shall not be an act of the Board and shall not be binding upon the College.~~

All formal decisions by the Board must be made at a public meeting where a quorum of board members (four or more) are in attendance and vote on a measure. Measures can be submitted by individual board members but are not binding on the College unless voted on in a public meeting by a quorum of board members.

100.7 EMPLOYMENT RIGHTS OF THE BOARD

A. Pursuant to ORS 341.290, the Board retains and reserves to itself all rights, powers, authority, duties, and responsibilities conferred upon or vested in it by law, including but not limited to the right to employ administrative officers, professional personnel and other employees, define their duties, terms, and conditions of employment and prescribe compensation therefore.
B. The Board of Education reserves the right to delegate its authority granted through ORS 641.290 to the College President where appropriate.

101.1 CONDUCTING BOARD BUSINESS

A. Annual Organizations Meeting. The first Board of Education meeting of the fiscal year will serve as the annual organizational meeting.
B. Regular Board Meetings. Regular Board meetings are held monthly. Other meetings are held as needed. The date and location of a regular meeting may be changed by the action of the Board either by letter or by distribution of the minutes carrying a record of the change. In case of a change in date or location of a regular meeting, the Clerk shall take appropriate steps to inform the public of the change in advance of the meeting.
C. Executive Sessions. Executive sessions shall be held in compliance with Oregon Revised Statutes. Executive sessions, in accordance with Oregon Revised Statutes, are not open to the public.
D. Rules of Order. Robert's Rules of Order shall be used as a guide in conducting Board Meetings, except as otherwise noted in Board policy.
E. Public Participation in Board Meetings. All regular meetings of the Board are open to the public. The Board encourages and welcomes participation in its regular Board meetings and provides for public discussion of agenda items during the meeting under the agenda item, "Invitation of Public Comment." The Board, however, has no obligation to act upon any public request or proposal unless such request or proposal is submitted in writing to the College President at least eight days before the meeting, and the Chairperson of the Board places it on the agenda. Public discussion time may be limited by the Chairperson of the Board.
F. Minutes of Board Meetings. A record of all transactions of the Board will be set forth in the official minutes. The minutes will record the name of the member making a motion, the name of the person seconding it, and the outcome of the vote. Votes that are not unanimous will record the vote of each Board member.
G. Voting. Voting at Board meetings will be by voice vote. A member voting against a proposition may state the reasons and have them recorded in the minutes if so requested at the time of voting. Any member may also request the "yeas" and "nays" to be taken and entered in the minutes on any question before the Board. Abstention is not desirable and if insisted upon will be recorded as a "nay" vote.
H. Quorum. Four members of the Board will constitute a quorum for the transaction of Board business. At least four members of the Board must approve a motion for it to pass.
I. Meeting Agenda. The agenda for Board meetings will be prepared by the College President. As a general rule, official action will not be taken on items not listed on the agenda.
J. Resource Persons at Board Meetings. The Board will recognize resource persons from various sections of the college community (instruction, administrative, and business office). ~~Such resource persons will be seated at a resource table at regular Board meetings for the purpose of providing the Board information pertaining to the viewpoints of their respective sections regarding new or revised Board policy.~~ All such representatives serve in an advisory capacity, at the pleasure of the Board, and with no right to vote on matters before the Board.
K. Board Member Travel Policy. All members of the College Board of Education are authorized to attend and participate in meetings and conferences of organizations of which the College is a member. Travel arrangements for such meetings shall be

coordinated by the Secretary of the Board. Board members may be reimbursed for authorized college travel at approved reimbursement rates.

L. Special Meeting. When a group, organization, or association wishes to meet with the Board and/or representatives of the Board, the initiating organization is required to prepare the agenda with appropriate supporting material. This agenda and supporting material must be forwarded to the President's Office not less than five (5) days prior to the scheduled meeting for dissemination to Board members in advance of the special meeting. This responsibility includes the Board should they initiate the meeting. All special meetings shall be conducted in compliance with Oregon's Public Meetings Law. The Board reserves the right to deviate from this policy when in their judgement conditions warrant such action.

101.2 PLACE OF MEETINGS

All meetings of the Board will be held at the main campus unless previously announced that another location has been selected. In case any meeting is held at a different place, the secretary will notify each member of the change.

101.3 – MEETINGS OPEN TO THE PUBLIC

A. All meetings of the Board will be open to the public except for executive sessions. The Board may exclude from any such public or private meeting, during the examination of a witness, any or all other witnesses in the matter being investigated by the Board.
B. The order of business of any official meeting will include an opportunity for the public to address the Board on any item of business which is included in the agenda. The Board, however, does not obligate itself to act upon request or proposal immediately. In order to place an item on the agenda, it must be submitted to the President in writing at least five (5) working days before the meeting.

BOARD POLICIES

Article No.: 102
Approved: April 7, 2008, October 13, 2014, November 6, 2017, November 1, 2020
Reference:

102.1 - BOARD POLICIES

A. The policies adopted by the College Board of Education have been written to be consistent with the provisions of law, but do not encompass all laws relating to the College's activities. All employees will be expected to know and will be held responsible for observing all provisions of law pertinent to their activities as College employees.

B. Any policy needing immediate action may be enacted by a unanimous vote of the entire Board. The vote will be entered in the minutes of the meeting.

C. Additions, changes and/or deletions of policies governing the College shall be considered by the Board at a minimum of two (2) separate meetings before final action is taken. Amendment will be made by the repeal of the existing policy and, if required, the enactment of a new policy.

D. The President will furnish a copy of the policies and a copy of any amendment thereof to each employee and to any interested person. ~~In lieu of the distribution of the complete manual, the President may prepare a special edition for any specific group of employees; provided, however, that a copy of the complete policies is made readily accessible to all employees and to members of the public. Copies of the policies and procedures will be on file in the office of the President.~~ All Board policies will be available to everyone online from the TBCC website or through the Policy Tech program.

E. Administrative rules. The College has a number of procedures and operational rules that are implemented operationally on a daily basis. These procedures are policy driven and are approved by the College Council as "Administrative Rules." The College Council ~~has~~ approves all Administrative Rules. ~~with procedures for additions, deletions, and modifications to Administrative Rules~~. A complete review of the Administrative Rules will take place every six years, in alternating three year intervals with the Board Policy reviews.

F. Board Policy. The Board policies will be reviewed by the Board Policy Review Committee every six years (alternating on three year intervals with the Administrative Rules review), with changes approved by the Board.

BOARD COMMUNITY RELATIONSHIPS

Article No.: 103
Approved: April 7, 2008, November 6, 2017
Reference:

103.1 - BOARD COMMUNITY RELATIONSHIPS

Tillamook Bay Community College is a public institution whose purpose is to provide education for the public. The Board encourages and welcomes public participation and awareness of the operation of the College. College activities and public records are open to inspection except in those limited instances where inspection is confidential or exempt from disclosure under law.

A. The Board recognizes the right of the public to information concerning all of its actions and policies and concerning the details of its educational and business operations. In accordance with this policy, copies of the agenda will be furnished to all interested persons and organizations upon request to the President.

B. Copies of minutes of Board meetings may also be furnished to interested persons and organizations upon written request.

~~C. The Board will provide for the dissemination of information concerning the College and its educational programs and business operations.~~

C. It will be the practice of the Board to consider input of all interested groups concerning its educational programs and business operations. The Board alone will be the final policy agent.

BOARD CONFLICT OF INTEREST

Article No.: 105
Approved: April 7, 2008, November 6, 2017
Reference:

105.1 - BOARD CONFLICT OF INTEREST

Taking ~~of~~ a seat on the Board by an employee of the College shall automatically serve to terminate that individual's employment with the College.

In the event of a potential conflict of interest involving any member of the Board, such member shall announce publicly the nature of the potential conflict. This shall be made by the member during the meeting at which any official action related to such conflict of interest shall be proposed or taken and prior to participating in any related discussion or official action thereon, whether by vote or by abstention.

A "potential conflict of interest" means any transaction where a person acting in a capacity as a public official takes any action or makes any decision or recommendation, the effect of which would be to the person's private pecuniary benefit or detriment. There is not a "potential conflict of interest" where the transaction would effect to the same degree a class of persons consisting of all inhabitants of the state, or a smaller class of persons consisting of an entire industry, occupation, or group to which the Board member is associated, or in which the member is engaged.

The Board member need not announce a potential conflict of interest more than once during the meeting. When a Board member announces a potential conflict of interest, it shall be recorded in the minutes of the Board. Notice of the potential conflict and how it was disposed of may, at the request of a majority of the Board or upon request of the member giving notice of the potential conflict, be provided to the Oregon Government Ethics Commission.

DEBT MANAGEMENT
Article No.: 108
Approved: February 7, 2011, November 6, 2017
Reference: ORS 341.675; ORS 341.715

It shall be the policy of Tillamook Bay Community College, to efficiently and effectively manage the use of debt for the purpose of achieving institutional goals and objectives.

The College's Debt Management Policy and accompanying administrative rule provide for planning, issuing and monitoring debt and help ensure the availability of sufficient funds to meet debt service obligations while adequately providing for reoccurring operating requirements.

The issuance of debt limits the College's flexibility to respond to future learning priorities; consequently, the College shall issue and manage debt in a manner that maintains a sound fiscal position, protects its creditworthiness and complies with ORS 341.675 and ORS 341.715.

To meet the objectives of this policy the Board shall ensure that the College incurs and services all debts in a manner that will:

A. Maintain a balanced relationship between debt service requirements and current operating needs.

B. Maintain and enhance the College's ability to obtain access to credit markets, at favorable interest rates, in amounts needed for capital improvements and, if necessary, to provide essential services.

C. Prudently incur and manage debt to minimize costs to the taxpayers and ensure that current decisions do not adversely affect the long-term financial standing of the College.

D. Preserve the College's flexibility in capital financing by maintaining an adequate margin of statutory debt capacity.

The Board may authorize borrowing for the College, in compliance with state laws, by resolution stating the upper limit to be obligated at any one time. The ~~president~~ President or designee may initiate emergency borrowing prior to Board approval should a quorum of the Board not be available to authorize borrowing. Long-term debt (due more than a year in the future) shall not be issued to fund normal operating needs.

RESERVES AND ENDING FUND BALANCE
Article No.: 110
Approved: January 7, 2019
Reference: ORS 294 & ORS 341

Tillamook Bay Community College is committed to the long-term financial sustainability of the College.

A. Ending Fund Balance

Tillamook Bay Community College shall maintain an unrestricted General Fund Ending Fund Balance equal to or greater than 15% of total expenditures and transfers.

The Ending Fund Balance target shall include the Unappropriated Ending Fund Balance ~~as~~ set ~~in section D of this policy~~during the annual budget development process. When the Ending Fund Balance falls to less than 15%, the College shall adopt a plan to replenish the Ending Fund Balance to 15% within two years.[KW1]

If the total Ending Fund Balance (including restricted) falls to levels that require short-term borrowing, the levels set by this policy shall be automatically reviewed and adjusted as necessary.

B. General Fund Contingency

The annual budget shall set aside approximately two percent (2%) of the budgeted expenditures and transfers each year for contingency. Use of contingency shall be at the discretion of the President. A budget resolution transferring contingency to another appropriation category shall be approved by the Board as required by ORS 294.463.

C. Capital Depreciation & Maintenance Reserve Funds

The College shall establish and maintain reserve funds (as described in ORS 341.321 and ORS 294.346) for the following purposes:

1. To replace capital equipment that is broken or beyond its useful life as determined by a capital assets replacement forecast;
2. To maintain and repair college facilities according to a major maintenance schedule;
3. To maintain and upgrade the college's information/telecommunications systems according to planning schedules maintained by Information Technology;
4. To build new instructional facilities and/or to purchase property that facility planned long-term growth of the college.

Appropriate levels of funding for reserves will be determined using existing college decision-making structures. The President will make recommendations to the Board of Education for approval to establish and fund these reserves.

Optimal funding levels will be determined using benchmarks, professional standards and best practices from other colleges and adapting these to Tillamook Bay's specific situation. It is expected that full funding of these reserves will take place

RESERVES AND ENDING FUND BALANCE
Article No.: 110
Approved: January 7, 2019
Reference: ORS 294 & ORS 341

over a number of years and that annual transfers to these reserves will be budgeted from the General Fund and other sources as appropriate.

As required in ORS 294.346, the Board shall periodically review the reserve funds and determine whether the fund will be continued. While ORS 294 allows review to take place every 10 years, reserve funds established under these policies shall be reviewed (a) annually by the President; and (b) at least every three years or more frequently as determined by the Board.

As allowed in ORS 294.346, the Board may determine at any time that a reserve fund is no longer necessary or that some or all of the reserves may be transferred to the General Fund.

D. Stabilization Reserve Fund

The Board may require the President to establish and maintain reserve funds (as described in ORS 341.321 and ORS 294.346) for the purpose of providing short-term stabilization in anticipation of possible shortfalls in revenue.

Stabilization reserve funds include the Timber Tax Reserve and the Strategic Initiative Fund.

A stabilization reserve fund may be established under one or more of the following circumstances:

1. State budget appropriations for community colleges are not approved by the time the college budget is approved and adopted.
2. A situation exists where significant changes in enrollment are possible but not reasonably predictable.
3. When any major revenue source has a reasonable possibility of decreasing after the College budget is approved and adopted.
4. When any operating expenditure that is beyond the control of the college could reasonably be expected to increase after the College budget is approved and adopted.
5. Any other situation in which the Board determines that there is a reasonable expectation that major shifts in revenue or expenditures could occur during the budget year.

Stabilization reserve levels:

1. Minimum reserve levels shall be at the discretion of the Board under advice from the President.
2. Maximum reserve levels shall be no more than the reasonably estimated shortfall at the time of the adoption of the budget.

RESERVES AND ENDING FUND BALANCE

Article No.: 110
Approved: January 7, 2019
Reference: ORS 294 & ORS 341

Stabilization reserves will be reviewed annually as part of the budget development process. The stabilization reserve funds shall be closed out when the Board determines that the precipitating threat to revenues and/or expenditures no longer exists. As long as the conditions exist that caused the fund to be established, the funds shall be kept in reserve for the purpose intended. If and when the fund is closed out, any remaining balance shall be released for use as a resource in the General Fund.

Policy Review, 200-series: First Reading

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION……..……...……..President Tomlin

This is the year that we are reviewing all of the Board policies. Our Board Policy Committee (Kathy, Mary Faith, Mary) met in January to review recommended edits to the 200 policies and see if any other edits were suggested. The changes to the 200 policies follow this docket page. Policies where no changes are recommended are not included in the packet.

This is a first reading for these edits. We will bring these back next month to be approved.

COLLEGE SAFETY
Article No.: 202
Approved: June 7, 2010, April 1, 2013, May 2, 2016, December 4, 2017, July 12, 2018
Reference: Occupational Safety and Health Administration Regulations
Related to: AR B012

202.1 INTRODUCTION

The safety and security of our campus community is a top priority at Tillamook Bay Community College and is an integral part of our culture. Tillamook Bay Community College has comprehensive response plans covering operations of the College. These plans, contained in Administrative Rule, establish procedures for the College's response to and recovery from emergencies that may threaten the health and safety of our College community or inhibit the College's ability to continue its mission-critical operations and activities. The objective of this plan is to increase the College's ability to react immediately in the most appropriate and effective way to emergencies of all types.

202.2 PERSONAL EMERGENCY PLANS

All employees and faculty are encouraged to develop a personal emergency response plan. This plan should include emergency communication plans and appropriate emergency supplies. In doing so, people should consider the logistics of being able to react quickly. Employees and faculty should make their supervisors aware of personal responsibilities they may have during such an event.

All students are likewise encouraged to develop an emergency communication plan and make appropriate preparations.

202.3– CHILDREN ON CAMPUS

Children are defined as all persons under the age of 18 unless enrolled in a course.

A. A child on property owned or leased by the College must be enrolled in a course and/or under the direct supervision of the child's parent or guardian or College staff at all times.
B. Children of an enrolled student may not attend a course without the advanced permission of the course instructor.[PR1]
C. Children may not be present independently on property owned or leased by the College. College staff will take appropriate action, including if necessary, the notification of law enforcement authorities, if a child is unattended on College property or in College facilities.
D. College staff, including instructors, may not bring children to their worksite except in the case of an emergency and with the permission of their supervisor.
E. Concerns regarding the presence of children on campus should be brought to the attention of the ~~Chief Academic Officer~~Vice President of Academics and Student Services or Director of Facilities, Human Resources, and Safety.

COLLEGE SAFETY
Article No.: 202
Approved: June 7, 2010, April 1, 2013, May 2, 2016, December 4, 2017, July 12, 2018
Reference: Occupational Safety and Health Administration Regulations
Related to: AR B012

202.4– ANIMALS ON CAMPUS

Animals in College buildings, classrooms, offices or grounds may cause health, safety, liability, sanitary, or custodial problems. Animals are permitted in College building if they are:

A. Service animals that are specifically trained to perform tasks for students, staff or visitors with disabilities such as guiding people who are blind; alerting people who are deaf; pulling wheelchairs; alerting and protecting those who are having a seizure or performing other special tasks.

B. Animals under the guidance and control of College staff for the purpose of research, instruction, or other endeavors related to the College mission.

C. Animals on College grounds shall be on a leash or in a vehicle and remain outside all buildings. Owners shall exercise responsibility for immediate clean-up and proper removal of waste.

202.5- INTEGRATED PEST MANAGMENT

To ensure the health and safety concerns of student, staff and community members, the College shall adopt an integrated pest management plan (IPM) which emphasizes the least possible risk to students, staff and community members and shall adopt a list of low-impact pesticides for use with the IPM plan.

202.6 – WEAPONS ON CAMPUS

In recognition of its obligation to provide a safe environment to its students, employees, visitors, vendors, and patrons, any weapon, as legally defined, will not be permitted on any TBCC property.

All persons are prohibited from possessing firearms on TBCC property whether or not that person possesses a concealed handgun license. This includes:

A. Any person with student status, including, all credit and non-credit students.

B. Any visitor or vendor to TBCC.

C. Any person employed by Tillamook Bay Community College.

COLLEGE SAFETY
Article No.: 202
Approved: June 7, 2010, April 1, 2013, May 2, 2016, December 4, 2017, July 12, 2018
Reference: Occupational Safety and Health Administration Regulations
Related to: AR B012

Exemptions

The Tillamook Bay Community College Board of Education authorizes the following exceptions to its Policy on Firearms:

A. Possession by on-duty law enforcement officers licensed with the Oregon Department of Public Safety Standards and Training or equivalent state or federal law enforcement agency.

B. For academic research or instructional demonstration, as long as the firearms are unloaded and upon approval of ~~TBCC CAO and Safety Officer~~Vice President of Academics and Student Services and Director of Human Resources, Facilities, and Safety.

C. Possession by persons working in a public safety capacity.

D. The College President is authorized to make a temporary exemption to this policy on the showing of good cause or necessity.

TOBACCO FREE CAMPUS
Article No.: 204
Approved: December 7, 2009, April 1, 2013, May 2, 2016, December 4, 2017
Reference: SB 754

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204 TOBACCO USE

Tobacco use is the leading cause of preventable death in Oregon and in the United States. For better health ~~the~~all Tillamook Bay Community College ~~main campus~~ buildings, and grounds, and its satellite properties are smoke and tobacco free. The use, distribution, or sale of smoking and tobacco products is prohibited.

In addition, possession of tobacco products and inhalant delivery systems by persons under the age of 21 is prohibited on all Tillamook Bay Community College grounds and property. This includes, but is not limited to: in facility buildings, at facility-sponsored activities, in vehicles on facility grounds on all campuses, including satellite properties.

Smoking and tobacco products include, but are not limited to, cigarettes, cigars, smokeless tobacco, chew tobacco, e-cigarettes, and inhalant delivery systems.

This policy applies to all Tillamook Bay Community College employees, volunteers, clients, students, visitors, vendors and contractors.

Exceptions to this policy are made for a person for whom a tobacco or nicotine product or a substance to be used with an inhalant delivery system has been lawfully prescribed.

A $50.00 fine may be imposed for any violation of this policy.

PUBLIC RELATIONS
Article No.: 205
Approved: April 7, 2008, December 4, 2017
Reference:
Related to: AR B002

205.1 – PUBLIC RELATIONS

~~Tillamook Bay Community College is a service-oriented institution. It is the responsibility of all employees to provide accurate, up-to-date information in a friendly, positive manner. Requests for information should be processed in a timely manner. If the information is not easily available, every effort should be made to identify resources for information.~~

It is a benefit to the college to participate in the community, be responsive to the needs of the college district and promote activities that develop positive relationships with the broader community.

The president shall assure that:

1. The college promotes the image and awareness of the college in the district.

2. A comprehensive community outreach plan consistent with the mission, vision and core values is developed and implemented.

3. A report on the status and results of the plan is provided to the board annually.

To ensure all public information is in accord with Board policy and administrative rules, it is essential that all such information intended for release to the public be routed through the Vice President of Administration and College Relations or designee.

1. Prospective news releases, advertising, and media may originate from any source connected with the College, including administrators, faculty and students but all proposed articles must be submitted to the Marketing Department or designee for approval.

2. Advertising for general college image-building and public information is approved, prioritized and placed by the Marketing department and includes oversight of designing and messaging.

3. Advertising for individual departments and programs is placed by the Marketing department after approval by the requesting division dean or department supervisor. The cost of running these ads is billed to the requesting division/department.

4. Advertisements for staff positions, legal notices, etc., are placed by the President's Office or Human Resources.

5. Media relations are managed by the Marketing Department. The Marketing department staff maintains a professional relationship with area media through formal and informal contacts, including issuing of press releases on appropriate topics. Contact with the media, including electronic and social media, should be coordinated through the Marketing department.

6. Design and printing of publications, including posters, flyers, brochures and banners, can be arranged through the Marketing department. Payment, however, comes from the individual departments. The Marketing department must approve any publications that represent the College and are intended for distribution on campus or within the community. All such publications shall comply with ADA and/or affirmative action statements as required.

REPRESENTATION OF COLLEGE
Article No.: 206
Approved: April 7, 2008, December 4, 2017
Reference:

206.1 – REPRESENTATION OF THE COLLEGE

Any time an employee or Board Member of the College makes a contact on official College business they shall~~ould~~ immediately identify themselves, their position with the College, and the purpose of the contact. At no time is an employee or Board Member, acting as an agent of the College, to deliberately misrepresent the purpose of the call or contact.

USE OF COLLEGE FACILITIES
Article No.: 210
Approved: October 5, 2009, December 4, 2017
Reference:
Related to: AR B005

210.1 USE OF FACILITIES

It shall be the policy of Tillamook Bay Community College to utilize its facilities for College purposes. When facilities are not in use for college-related purposes, the facilities will be made available to the public. Priority categories of users are as follows:

A. College instructional and board activities
B. College meetings and events
C. Nonprofit organizations
D. Private organizations' events

The College shall maintain an Administrative Rule governing the use of College facilities. The College President may deny or limit the use of College facilities, within the applicable federal and state laws, to any individual or group unable, or unwilling, to comply with the Administrative Rule.

210.2 ALCOHOL SERVICE

The serving of alcoholic beverages at any campus facility or college-sponsored event is strictly regulated and controlled. Wine and/or beer may be served with a meal with pre-authorization by the College President. No wine and/or beer service will be permitted without an accompanying meal. The following are some requirements that must be met:

A. Control measures must be shown that will limit the consumption to two (2) six-ounce glasses of wine or its equivalent. No alcohol will be served more than 30 minutes prior to the meal service.
B. Comparable quality nonalcoholic beverages must be provided whenever alcoholic beverages are served.
C. Requests for information about the use of alcoholic beverages on campus should be referred to the College President or designee. Copies of the appropriate form for requesting approval are available from the Director of Facilities Office.

~~C.~~ The college shall maintain an Administrative Rule of requirements and protocols for serving alcohol.

ACCEPTABLE USE OF COMPUTING RESOURCES

Article No.: 211
Approved: April 7, 2008, April 1, 2013, December 4, 2017
Reference: Articles 208, 209, 316, and 322
Related to: AR B007

211.1 –USE OF COMPUTING RESOURCES

The College's computers, classroom equipment, video and conferencing services, and information network are a continually growing and changing resource that supports students, faculty, staff and the outside community. These resources are vital for the fulfillment of the academic and business needs of the College community. Their use is provided as a privilege. In order to ensure a reasonable and dependable level of service, it is essential that each individual student, faculty, and staff member, must exercise responsible, ethical behavior when using these resources. Misuse by even a few individuals has the potential to disrupt College business, and, even worse, the legitimate academic and research work of faculty and students. Refer to AR B007 for more detailed information.

211.2 USE OF RESOURCES

All users are expected to utilize College computing resources in a responsible manner consistent with policies outlined in the Tillamook Bay Community College Policy manual and approved by the Board of Education.

211.3 - QUESTIONS RELATING TO THIS POLICY

The examples of unauthorized use set forth above are not meant to be exhaustive. Whenever in doubt regarding an issue of questionable use, it is in the user’s best interest to resolve the issue before pursuing any questionable use of College computing resources. Questions of appropriate use should be addressed to the IT Director.

ADVISORY COMMITTEES

Article No.: 224
Approved: April 7, 2008, April 1, 2013, December 4, 2017
Reference:
Related to: AR D003

224.1 – ADVISORY COMMITTEES ~~AND CONSORTIUMS~~

The College President ~~Board of Education~~ may establish citizen advisory committees to assist ~~it~~ the Board and the College ~~President~~ in exploring the needs of the College.

~~Since the Board of Education has the legal duty to make final decisions~~, ~~All committees appointed by the Board serve in an advisory capacity.~~

The College President or personnel designated by the College President shall be authorized to establish such internal committees, councils, and advisory groups deemed necessary for the organization and administration of the College.

The College Dean of Career-Technical Education ~~President or personnel designated by the College President~~ shall ~~also~~ be authorized to establish Career and Technical Education Program Advisory Committees ~~or Consortiums~~ made up primarily of private-sector members to support and strengthen programs and promote greater cooperation between Career and Technical Education at Tillamook Bay Community College and business/industry. Advisory Committees ~~and Consortiums~~ will have three major roles: 1) to advise, 2) to assist, 3) to support and advocate for career and technical education at Tillamook Bay Community College.

DRUGS AND ALCOHOL ON CAMPUS /SCHOOL POLICY

Article No.: 213
Approved: June 2, 2008, April 1, 2013, May 2, 2016, December 4, 2017
Reference: ORS 475.005 or Schedules I through V under the Federal Controlled Substances Act, 21 USC 811 and 812) ORS 475 and ORS 167.203 to 167.252

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213. 1 Alcohol, Marijuana, and Controlled Substances

A. Employees

Tillamook Bay Community College is an alcohol and drug free workplace and campus. On occasion alcohol may be permitted, only when approved by the College President, in accordance with Administrative Rules that govern alcohol service. The unlawful manufacture, distribution, dispensing, possession or use of alcoholic liquor, intoxicants, marijuana or controlled substances not medically prescribed, or being under the influence of these to any degree by any employee in or about the College buildings or on the College premises or while performing any duties for the College is prohibited and is cause for suspension and/or dismissal. If the employee is not dismissed, suspension may be imposed in combination with a requirement to complete a drug or alcohol treatment and rehabilitation program.

All employees are required to abide by this alcohol and drug-free workplace policy. In addition, they shall notify the Director of Facilities and Safety ~~and Human Resources~~ within five (5) days of their conviction for a violation of substance abuse laws involving the workplace, or if they became aware that another employee has been convicted of such a violation.

Employees may seek referral assistance from the Director of Facilities, Safety and Human Resources in connection with alcohol or drug-related problems. Reasonable efforts shall be made to handle such requests confidentially. Requests for assistance are encouraged and will not themselves be considered as ground for dismissal. Such requests shall not, however, excuse violations prohibited by this policy.

The consumption of alcoholic beverages by an employee at a social function held in relation to an employee's work for the College does not, by itself, constitute a violation of this Policy, provided the employee remains in compliance with all state or local laws and other provisions of this Policy.

B. Student Violations:

Possession, consumption, being under the influence, or furnishing of alcoholic beverages (as identified by federal or state law) ~~or marijuana~~ on College-owned or controlled property or at College or student organization supervised functions is prohibited, except as ~~provided~~allowed by rules and procedures of the Tillamook Bay Community College Board of Education.

Possession, consumption, being under the influence, or furnishing of marijuana, ~~a~~ narcotics or dangerous drug, as defined by ORS 475 and ORS 167.203 to 167.252,

DRUGS AND ALCOHOL ON CAMPUS /SCHOOL POLICY
Article No.: 213
Approved: June 2, 2008, April 1, 2013, May 2, 2016, December 4, 2017
Reference: ORS 475.005 or Schedules I through V under the Federal Controlled Substances Act, 21 USC 811 and 812) ORS 475 and ORS 167.203 to 167.252

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except when use or possession is lawfully prescribed by an authorized medical doctor, ~~or~~ dentist, or licensed healthcare provider.

C. Potential Student Penalties May Include:

1. Expulsion from Tillamook Bay Community College (i.e., permanent removal of the privilege to attend Tillamook Bay Community College)
2. Suspension from Tillamook Bay Community College for a definite period of time and/or pending the satisfaction of conditions for readmission, (i.e., suspension of the privilege to attend Tillamook Bay Community College)
3. Removal from class(es) for which the student is currently registered
4. Restitution for damages
5. A specified period of college and/or community service
6. Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or the breaking of any College rule during the probation period may be grounds for suspension or expulsion from the College
7. Disciplinary admonition and warning
8. Any other sanction the College deems educationally appropriate.

Other service of alcohol may be permitted at the College when the person or group serving it first provides a certificate of liquor liability insurance that covers the event in question, and names the College as an additional named insured with an aggregate liability limit of $1 million.

AAS Business/Emphasis in Entrepreneurship: Second Reading

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION …….…….. VP Rivenes

This is the second reading of the AAS in Business Management. As a reminder this degree has an emphasis in both Management and Accounting. This year we are planning, with your approval, to add an emphasis in Entrepreneurship. This will bring our Business Administration Department to five (5) programs of study including an Associate of Applied Science (AAS) Business option with emphasis in Accounting, Entrepreneurship, or Management, 2 One-Year Certificates as an Accounting Clerk and Office Supervision, and 2 Career Pathways Certificates in Entry-Level Accounting Clerk and Basic Computer Literacy. All certificates will be earned (wholly contained) within the AAS Business Administration degree.

This is a second reading. No changes have been made since the first reading. We ask the board to approve the AAS in Business/Emphasis in Entrepreneurship.

Associate of Applied Science: Business Administration

Overview

Business Administration Department offers five (5) programs of study including an Associate of Applied Science (AAS) Business option with emphasis in Accounting, Entrepreneurship, or Management, 2 One-Year Certificates as an Accounting Clerk and Office Supervision, and 2 Career Pathways Certificates in Entry-Level Accounting Clerk and Basic Computer Literacy. All certificates will be earned (wholly contained) within the AAS Business Administration degree.

Business administration professionals play an important role in the local, state, and national economy. Virtually all companies, businesses, and public institutions employ people who are trained in some aspect of business administration including areas such as accounting, business management, retail service, and computer applications. If you enjoy working with, and tracking, numbers and financial information, or see yourself as a supervisor in a business setting, this may be the program for you. Students have the option to choose either an emphasis with coursework in **Accounting, Entrepreneurship,** or **Management**.

Program Learning Outcomes

Upon successful completion of this AAS in Business Administration degree, students will be able to:

- **Social Skills**: Work effectively and ethically within a diverse business team.
- **Thinking Skills**: Apply analytical and critical thinking to evaluate information, solve problems, and make decisions.
- **Communication Skills**: Communicate effectively, appropriately, and professionally to internal and external stakeholders.
- **Computer Information Literacy Skills**: Effectively utilize computer applications to identify, find, evaluate, and use information for managerial analysis, presentations, and reports.

Associate of Applied Science: Business Administration
With coursework emphasis in Accounting, Entrepreneurship, or Management

	FALL TERM	WINTER TERM	SPRING TERM
YEAR 1	CG 100 College Survival & Success (3 CR)	BA 131 Intro to Business Tech. I (4 CR) *	WR 121 English Composition I (4 CR) *
	BA 101 Intro to Business (4 CR)	LEAD 242 Personal Leadership Development (3)	BA 205 Business Communication (4 CR)
	BA 211 Principles of Accounting I (4 CR)	BA 212 Principles of Accounting II (4 CR)	BA 213 Managerial Accounting (4 CR)
	CAS 133 Basic Computer Skills (4 CR)	CAS 170 Beginning Excel (3 CR)	CAS 171(A) Intermediate Excel (3 CR) OR CAS 216(E&M) Beginning Word (3 CR)
	15 Credit Total	**14 Credit Total**	**15 Credit Total**
YEAR 2	**FALL TERM**	**WINTER TERM**	**SPRING TERM**
	BA 218 Personal Finance (3 CR)	BA 222(A) Financial Management (3 CR) BA 223(E&M) Principles of Marketing (4 CR)	BA 277 Business Ethics (4 CR)
	BA 177(A) Payroll Accounting (3 CR) OR BA 150(E) Intro to Entrepreneurship (3 CR) OR BA 206(M) Management Fund. (3 CR)	BA 256(A) Income Tax (3 CR) OR BA 2XX(E) TBD (3 CR) OR BA 224(M) Human Resources Mgmt (3 CR)	BA 228(A) Comp. Accounting Applications - Quickbooks (4 CR) OR BA 2XX(E) TBD (3 CR) OR BA 250(M) Small Business Mgmt (3 CR)
	BA 285 Human Relations in Organizations (3 CR)	BA 226 Business Law (4 CR)	BA 280 Business Experience (3 CR)
	COMM 111 Public Speaking (4 CR)	EC 201 Microeconomics (4 CR)	BA 290 Business Seminar (4 CR)
	MTH 105 Math in Society (4 CR) *		
	17 Credit Total	**14-15 Credit Total**	**14-15 Credit Total**
			Total Credits: 90

Part Time Students:

YEAR 1	YEAR 2	YEAR 3	YEAR 4

Note: Transcripted as Associate of Applied Science in Business Administration/ Emphasis area courses defined with (A) Accounting, (E) Entrepreneurship, or (M) Management.

* This class may require an additional one CR co-requisite course. Tillamook Bay Community College 2022-2023 - www.tillamookbaycc.edu

Discussion of Tuition and Fees for 2022-2023

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION ……..…….. AVP Williams

For the 2021-2022 Academic Year, TBCC has the second least expensive annualized cost ($5,445) for students compared to the other 16 Oregon community colleges. Clatsop Community College is the least expensive at $5,355. The most expensive is Lane Community College at $6,539. The average annualized cost is $5,983.

The community college business officers are in the early stages of discussing new rates for the 2022-2023 academic year. We believe that most community colleges in Oregon will approve an increase for the next year. For 2021-2022, 7 community colleges did not implement an increase.

Last year the Board approved increased per credit tuition of $2/credit and increased per credit fees of $3/credit. The Board also approved eliminating online and hybrid fees as all courses now use our online learning platform regardless of class delivery method. The Board also approved decreasing the late payment fee by $25.

We want to start the conversation with the Board about potential tuition and fee increases for next year that can help guide the Leadership Team in the development of the budget assumptions for the 2022-23 budget. We will then bring back a recommendation next month for a first reading.

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Oregon Community Colleges: 2021-22 Tuition and Fees

Updated 7/22/2021

		Tuition								Fees						
		In-District		Out-of-District		Out-of-State*		International		Per credit and per term						
	Community College	Charge Per Credit Hour	Charge per 15 cr. Hour	Charge Per Credit Hour	Charge per 15 cr. Hour	Charge Per Credit Hour	Charge per 15 cr. Hour	Per Credit Hour	Charge per 15 cr. Hour	(For typical student taking 15 hours)				Notes	In-District T&Fees - Annualized	Out-of-District T&Fees - Annualized	Out-of-State T&Fees Annualized**
										Per Credit		Per Term					
1	Blue Mountain	$112.00	$1,680.00	$112.00	$1,680.00	$168.00	$2,520.00	$336.00	$5,040.00	Technology Student Govt Universal	$18.75 $3.50 $8.00				$6,401	$6,401	$8,921
2	Central	$109.00	$1,635.00	$153.00	$2,295.00	$318.00	$4,770.00	$318.00	$4,770.00	Technology Student Green Energy	$15.00 $1.50 $0.25				$5,659	$7,639	$15,064
3	Chemeketa	$96.00	$1,440.00	$96.00	$1,440.00	$261.00	$3,915.00	$261.00	$3,915.00	Universal	$34.00			differential fee of $5/cr, non-credit tuition $4 per contact hr, $265 foreign students' term fee.	$5,850	$5,850	$13,275
4	Clackamas	$111.00	$1,665.00	$111.00	$1,665.00	$277.00	$4,155.00	$277.00	$4,155.00	Technology Universal	$5.00 $6.00	College Service	$30.00		$5,580	$5,580	$13,050
5	Clatsop	$107.00	$1,605.00	$110.00	$1,650.00	$210.00	$3,150.00	$357.00	$5,355.00	Technology	$10.00	Consolidated	$30.00	Differential fees for some CTE programs	$5,355	$5,490	$9,990
6	Columbia Gorge	$112.00	$1,680.00	$112.00	$1,680.00	$243.00	$3,645.00	N/A	N/A	Service	$20.00				$5,940	$5,940	$11,835
7	Klamath	$105.00	$1,575.00	$105.00	$1,575.00	$178.00	$2,670.00	$211.00	$3,165.00	Technology Facility ASG	$8.00 $9.00 $2.50	Student ID	$5.00	Differential fees for some programs.	$5,618	$5,618	$8,903
8	Lane	$126.00	$1,890.00	$126.00	$1,890.00	$293.00	$4,395.00	$315.00	$4,725.00	Technology	$11.00	International Fee Transportation Health Clinic Student Activity	$195.00 $18.00 $45.00 $61.52	Differential tuition rates for some programs. $10 Covid Fee will be paid with HEERF II	$6,539	$6,539	$14,639
9	Linn-Benton	$126.83	$1,902.45	$126.83	$1,902.45	$294.80	$4,422.00	$359.75	$5,396.25	Technology Transportation Student Activity	$4.00 $1.25 $2.75	Student Govt	$11.50	Differential tuition rates for some programs.	$6,102	$6,102	$13,661
10	Mt. Hood	$118.00	$1,770.00	$118.00	$1,770.00	$239.00	$3,585.00	$256.50	$3,847.50	Technology Student	$6.50 $4.25	Service Access	$49.00 $39.00	After 18 credits tuition rate is 1/2. Per term fees are max 15 credits	$6,058	$6,058	$11,503
11	Oregon Coast	$121.00	$1,815.00	$121.00	$1,815.00	$224.00	$3,360.00	$224.00	$3,360.00	Technology College Services Student Success Student Govt	$12.00 $8.25 $1.50 $0.25				$6,435	$6,435	$11,070
12	Portland	$123.00	$1,845.00	$123.00	$1,845.00	$258.00	$3,870.00	$258.00	$3,870.00	Technology Student Activity	$5.30 $3.40	Service Transportation	$15.00 $8.00		$5,996	$5,996	$12,071
13	Rogue	$120.00	$1,800.00	$120.00	$1,800.00	$148.00	$2,220.00	$400.00	$6,000.00	Technology	$7.00	Service	$255.00		$6,480	$6,480	$7,740
14	Southwestern	$102.00	$1,530.00	$102.00	$1,530.00	$102.00	$1,530.00	$306.00	$4,590.00	Incidental	$35.00	Registration	$35.00	registration fee is per course (used 3 courses). Differential fees for some CTE programs	$6,270	$6,270	$6,270
15	Tillamook Bay	$104.00	$1,560.00	$104.00	$1,560.00	$124.00	$1,860.00	$124.00	$1,860.00	Universal	$17.00				$5,445	$5,445	$6,345
16	Treasure Valley	$108.00	$1,620.00	$108.00	$1,620.00	$118.00	$1,770.00	$223.00	$3,345.00	Universal Student Activity Stud. Cap. Projects	$16.00 $6.00 $1.00				$5,895	$5,895	$6,345
17	Umpqua	$104.00	$1,560.00	$104.00	$1,560.00	$121.00	$1,815.00	$225.00	$3,375.00	Technology Success Student Resources Instructional Athletic Legacy	$7.50 $2.00 $4.00 $7.00 $1.00 $8.00	Registration	$25.00		$6,083	$6,083	$6,848
	Statewide Average	**$112.05**	**$1,680.73**	**$114.81**	**$1,722.20**	**$210.40**	**$3,156.00**	**$261.84**	**$3,927.57**						**$5,983**	**$6,107**	**$10,443**

* Out of State Tuition applies only to non-border states.

** Out of State Tuition and fees - annualized is calculated with a student paying the out-of-state tuition rate for three terms.

TBCC Tuition and Fees

Tuition or Fee Item	Prior 2020-2021	Current 2021-2022
Tuition		
In-State Tuition per Credit Hour for the first 15 credits per term	$102	$104
Out-of-State Tuition per Credit Hour for the first 15 credits per term	$122	$124
Fees		
Universal Fee (per credit)	$14	$17
Online Course Fee (per course)	$35	$0
Hybrid Course Fee (per course)	$15	$0
Adult Basic Skills Instructional Course Fee (includes ABE/GED/ESOL courses)	$15	$15
Late Payment Fee	$75	$50
Placement Test for non-TBCC students or staff	$30	$30
Placement Test Retest	$30	$30
Proctored Testing per test for non-TBCC credit students or staff	$30	$30
Credit for Prior Learning:		
College Level Exam Program (CLEP) Administration Fee	$25	$25
Challenge Exam	$50	$50
Department of Public Safety Standards and Training (DPSST) Credits	$75	$75
Official Transcript Fee (per transcript) (one free when degree or certificate is mailed)	$5	$5
Expedited Transcript Fee (per transcript)	$30	$30
Return Check Fee	$25	$25

President's Evaluation Process for 2021-2022

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION …….……. President Tomlin

It is that time of year again. Following this page is a draft of the President's evaluation form that would be used by board members to evaluate the president for 2021-22. It will be sent to Board members electronically in WORD format.

A summary report combining items from each monthly Goals Progress Report for this academic year will be completed and sent out to each Board member over the next week to use in filling out the evaluation form. Board members are asked to rate each individual goal on the scale of 1-3 (or DK if not able to evaluate that goal). The evaluation form should be filled out by Board members during the month of February and completed no later than March 7. Completed forms can be electronically sent to Kathy Gervasi, Board Chair, or brought to the March Board meeting. There will be an Executive Session after the Board meeting on March 7 to review the salary structure of other community college Presidents in Oregon and review a list of potential changes to the President's contract for 2022-23.

The Board Chair will summarize ratings and comments and bring the completed evaluation summary to the April 4 Board meeting. The evaluation summary report will be reviewed by the Board in Executive Session and then reviewed with the President prior to the beginning of the April 4 Board meeting. The Board will also review a 2022-23 list of draft goals for the President in Executive Session along with potential changes to the President's contract. The Board will then be asked during the April 4 regular session to consider approval of the evaluation summary report, contract changes, and President's goals for 2022-23. The Board will be asked tonight if they agree with this evaluation process and timing.

2021-2022 Evaluation Tool for President

Please rate the following items according to the scale:
Excellent=3 Good=2 Unsatisfactory=1 Don't Know=DK

Overarching Goals to Accomplish at College	Rating
1. Implement comprehensive COVID-19 Response Plan for TBCC and revise as needed to keep faculty, staff, students safe through the pandemic	
2. Continue to grow Enrollment and FTE at rate of 3% or more per year	
3. Increase Retention and Completion of credit students to exceed thresholds in Strategic Plan measures- meet WIG for 2020-21 of retaining at least 80% of students from fall to winter term	
4. Continue to explore and start new academic programs based on need and sustainability	
5. Meet Mission Fulfillment for the previous academic year	
6. Ensure the college has enough staff in key positions to achieve our outcomes and goals	
7. Implement Guided Pathways at TBCC and develop goals and projects in each department that focus on Guided Pathways initiatives	
8. Continue Equity and Inclusion work to implement the Equity Plan which includes connecting with the community on equity events and trainings	
Comments and/or Examples:	
What is going really well and/or what could use some improvement?	

<u>Budget</u>	
1. Manage the college budget to protect the strong reserves and yet provide annual salary increases to faculty and staff and add any high priority positions	
Comments and/or Examples:	
What is going really well and/or what could use some improvement?	
<u>Planning</u>	
1. Develop a new Strategic Plan for TBCC to cover 2022-2029. This will include a new mission and vision statement for the college and will include community involvement in their development as well as in the overall strategic plan.	
2. Have a successful Year 7 self-study and receive re-accreditation in January 2022.	
3. Facilities Master Plan • If TBCC receives approval for $8M matching funds from the Legislature, work with the LT, Board, and Foundation Board to organize and implement a capital campaign to raise the remaining funds needed to build the new building and renovate the existing main campus building. This will include work in the community to get support for a bond. • Get the funds to make needed improvements to the CIT building so classes can be offered in there.	
Comments and/or Examples:	
What is going really well and/or what could use some improvement?	

Relationships	
1. Explore and develop additional partnerships with other colleges, industries, organizations throughout Tillamook County and Oregon	
2. Continue to be active in community groups and boards throughout Tillamook County	
3. Continue to build a culture with faculty and staff at TBCC that encourages collaboration, teamwork, working together to move the college forward by appreciating the contributions and skills of other staff	
4. Ensure that the Board has the training and information needed to make appropriate policy-level decisions for the college	
5. Work with state agencies, OCCA, and the President's Council to keep up to date on community college information that could affect TBCC and help work on projects at the state level that will benefit community colleges	
6. Schedule opportunities for Board members to interact with faculty and staff.	
7. Schedule opportunities for Board members to interact with each other in informal settings	
Comments and/or Examples:	
What is going really well and/or what could use some improvement?	
Board Reports	
1. Updates on the following: a. SBDC b. Foundation c. Student Services – Grant progress, retention, completion, scholarships d. Instruction – new programs, curriculum updates e. IT f. Facilities and Safety 2. Changes to Board Policies 3. Equity Work on Campus	

4. Grants 5. Work of Faculty in the classroom 6. Student progress and success 7. Guided Pathways 8. Strategic Plan updates a. Approve new Strategic Plan b. Approve Mission Fulfillment Report c. Report on Accreditation visit	
Comments and/or Examples:	
What is going really well and/or what could use some improvement?	

Budget Committee Membership

RECOMMENDATION

ACTION ITEM: REAPPOINT BUDGET COMMITTEE MEMBERS WITH EXPIRED TERM TO NEW TERM

BACKGROUND INFORMATION---------- AVP Williams

The budget committee is comprised of fourteen (14) members: seven (7) members of the advisory committee and seven (7) elected Board of Education members, each representing one of seven zones. It is the duty of the budget committee to analyze and approve the College's proposed operating budget and forward its recommendations to the Board for final consideration. As a part of the budget review and approval process, the budget committee holds public meeting/s at which citizens of the community are invited to give testimony on the budget before it is approved by the budget committee.

Budget Committee members have three year terms.

Zone	Board Member	Community Representative	Term Expires
1	Mary Jones	Christi Clark	06/30/23
2	Pam Zweifel	Marilyn Roossinck	06/30/22
3	Kathy Gervasi	Justin Aufdermauer	06/30/23
4	Betsy McMahon	Steve Vanderhoef	~~06/30/21~~06/30/24
5	Jennifer Purcell	Christian Weber	~~06/30/21~~06/30/24
6 –At large	Tamra Perman	Janet Reidel	06/30/23
7 –At large	Mary Faith Bell	Doug Olson	06/30/22

Update on 2021-2022 Projects

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION ……..…… Director McCarley

As a part of our institutional effectiveness model, each department typically identifies strategic projects to focus on each year. These projects are often tied to the College's strategic plan, geared toward helping us to meet these objectives. In January we revisit these projects and assess our progress and determine whether the project is on track, and whether we may need more time or resources to complete it. We also develop a draft list of projects for next year at this point so that we can tie our strategic projects to our budget cycle - any project requiring resources can make this request as a part of the budget development process for next year. The attachment includes each of the strategic projects with a progress update. We will ask each manager to share one project on their list with the Board.

Strategic Project Plan
Academic Year: 2021-2022
Office of Institutional Effectiveness

Lead: Erin McCarley

Core Theme Objective: Educational Excellence					
Project	**Description (Activities)**	**Intended Outcome**	**Year**	**Budget Requirements**	**Progress**
Build staff and faculty capacity to use data to improve student success	• Identify ways to engage the community around data that are repeatable and consistent, using the Student Success dashboards • Analyze data visualization needs and identify possible solutions and funding opportunities.	Staff and faculty will be able to access and understand student success data.	2021-2022		• Created consistent branded formatting for IE charts, tables and reporting • No progress on identifying better data visualization solutions – this will be the focus of the spring term.
Build internal capacity to use data to improve student success	• Identify and contract with a consultant with both Jenzabar and Institutional Research expertise • Map current systems for extracting storing and documenting data • Create new system, including SQL scripts, data extraction processes, and data structures that support improved data visualization • Create business rules and processes for documenting	Develop and implement a system for data extraction from Jenzabar using SQL, which aligns with state and federal reporting requirements, that feeds data to the IE data warehouse, and supports improved and	2021-2022	$5,000	• I haven't contracted with a consultant yet, but I have consulted pro bono with an IR colleague who has shared student tracking and SQL scripts. I may need to carryover this request to 2022-2023 if I'm unable to complete this work this year. • Data documentation is complete and standardized for all reporting systems. • My focus for winter and spring will be on building better data extract processes that support improved outcomes

		timely data visualizations.			reporting.

Core Theme Objective: Educational Excellence					
Project	**Description (Activities)**	**Intended Outcome**	**Year**	**Budget Requirements**	**Progress**
Student Success Measures Dashboard	• Maintain a dashboard of leading and lagging measures to track implementation of important student success interventions • Perform analyses to identify those student populations who aren't succeeding and add these findings to dashboard (equity gaps) - and share • Close the loop with Equity Gap results – help the College to develop a response to these results	Leadership has the data needed to evaluate the effectiveness of various interventions	2021-2022		• Student Success dashboard complete • Equity analyses are complete and we're sharing with staff regularly.
Strategic Project –Educational Excellence – TBCC fosters a safe and inclusive environment in which all community members are welcomed and supported, and all perspectives and contributions are valued.					
Project	**Description (Activities)**	**Intended Outcome**	**Year**	**Budget Requirements**	**Progress**

Mapping Gender and Name Change Processes	• Collaborate with all departments to map the systems impacted by student and staff gender change, as well has related issue of use of legal name vs preferred name • Develop recommendations for improved processes for both • Gather feedback from all staff and faculty about potential impacts. • Pilot processes in spring term, and implement in fall 2021-2022	All students and employees will feel welcomed and supported.	2020-2022	None identified	• Jenzabar updates have occurred – Ron is mapping how name fields can be entered and held in J1. •

IT Strategic Project Plan

Core Theme: Economic Success Objective: 3					
Project	Description (Activities)	Intended Outcome	Year	Budget Requirements	Progress
Upgrade Virtual Hosts	Bring new servers online and move current Virtual servers to the new hosts.	Better performance	2021	$42,923.19	Servers bought in April Res of job will be done in July Finished in 2021
Upgrade network backbone	Replace all switches with newer units capable of handling higher speeds and bandwidth requirements	Better speeds and no lags or jerkiness for attendees on video conference calls whether students or staff	2021	CARES funding	Due to COVID the need to upgrade our infrastructure to handle hyflex classes and all the video conferencing via zoom, etc we made the decision to upgrade immediately to support our students. Half of switch replacement has happened in April the rest will happen during Summer of 2021 Done.

Strategic Project Tracking Sheet

Office of the President
Lead: Ross Tomlin
Academic Year: 2021-2022

Project	Description	Intended Outcome	Budget Requirements	Year	Progress
Community Engagement	Continue to engage the community throughout Tillamook County by speaking to groups about TBCC and continue to solicit feedback and suggestions on programming and other student success initiatives. Spread the word about the TBCC FMP and next steps. Continue to serve on multiple community boards and groups that are working to improve Tillamook County. Continue to look for ways to expand community partnerships.	Faculty, Staff, Students, Board Members, and Community Members will receive timely, accurate, and regular information.	Ross $0	2	Continue to serve on all the same boards and committees. Face to Face meetings have been suspended in most cases due to COVID surge, so most are still by Zoom. Actively working where appropriate to increase number of partnerships in the community.
Capital Campaign Development	Plan out and implement a capital campaign to raise the remaining money needed to build the new building and do the renovations to the current main campus building. .	Faculty, Staff, and Board members will report that the President has exhibited strong and effective leadership in helping the College to accomplish its mission and vision.	Ross, Heidi $?	1	The Friends of TBCC Committee has been put together and we are developing the list of venues for speaking to community members about the capital campaign and new building. We are on track with the project to have a successful vote in May.
Accreditation Visit and Follow-up	Works with the Leadership Team to ensure that TBCC has a successful Accreditation Visit in October 2021.	Faculty, Staff, and Board members will report that the President has exhibited strong and	Ross Teresa Erin $5000	1	COMPLETED. This was very successful. Just completed our visit in January with the NWCCU Board of Commissioners and

		effective leadership in helping the College to accomplish its mission and vision.			got many kudos and compliments for the work being done at the college. We also got our one recommendation satisfied prior to the meeting. SUCCESS!
Develop New Strategic Plan	Work with the Leadership Team, staff, and community members to develop a new strategic plan for TBCC, including a new mission and vision statement with the help of the community.	Faculty, Staff, Students, Board Members, and Community Members will receive timely, accurate, and regular information.	Ross Leadership Team $1000	1	Erin is doing a wonderful job coordinating the work done by the consultant to collect data from faculty, staff, students and the community. All work is on track to be done by end of academic year.
Faculty, Staff, Student, Board Member Communication	Continue weekly email updates to faculty and staff. Include email notes to students in each term. Continue monthly board reports.	Faculty, Staff, Students, Board Members, and Community Members will receive timely, accurate, and regular information.	Ross $0	2	All of these are continuing and are an important part of making sure communication with staff and board members is continuous and relevant.
Employee Events	Provide regular opportunities for staff and faculty to get together in an informal way.	Faculty, Staff, and Board members will report that the President has exhibited strong and effective leadership in helping the College to accomplish its mission and vision.	Candi Events Committee $350	1	COVID has made this more challenging, along with loss of staff. This will be a focus as positions are filled, especially with the hiring of the new Exec Asst to the President.

Strategic Project Tracking Sheet

Student Services
Lead: Rhoda Hanson
Academic Year: 2021-2022

Core Theme: Educational Excellence
Objective: EE1Students make consistent and timely progress toward their educational goals.
EE2 Students exhibit successful completion of credit degrees, and/or licensing/certifications or transfer.
EE4 Students needs are met through comprehensive support services

Project	Description (Activities)	Intended Outcome	Year	Budget Requirements	Progress
Coordinate and Implement a Strategic Enrollment Management plan	Create orientations specific to xfr, Dual credit, and online students. Identify and implement strategies and programs to recruit and support a diverse student body. 1. Work w/ Dean to increase % of Latinx students taking Dual Credit courses 2. Create/implement process to recruit students whose first language is not English: and support them through the admission process. a. Implement quarterly "Family Information Nights" in Spanish b. Create recruiting materials in Spanish c. RISE project d. Hire and train Bilingual Resource Navigator.	Students completing the admission process are prepared to successfully complete their first term of courses	Rollover from 20/21	N/A 1. N/A 2. $500	Not started Completed first Dual credit info night at THS. Creating plan to offer semi-annually Hosted Family night prior to start of fall term. Winter scheduled for 01/07 RISE event scheduled for 01/12

Core Theme: Educational Excellence
Objective EE1Students make consistent and timely progress toward their educational goals.
EE2 Students exhibit successful completion of credit degrees, and/or licensing/certifications or transfer.
EE4 Students needs are met through comprehensive support services

Project	Description (Activities)	Intended Outcome	Year	Budget Req	Progress
Coordinate and Implement a Strategic Enrollment Management plan	Create and implement a plan to distribute remaining HEERF funding to students	Students are provided with the services and supports to pay for college	21/22	N/A	Plan for disbursing remaining funds in place. Will update at the end of each term.
	Create and implement a plan to assist borrowers as pandemic deferment ends		21/22	N/A	Not started- repayment delayed until May 2022
	Review process for awarding institutional scholarships using our Equity Lens		21/22	N/A	Review in process. Committee has met twice and updated the application.
	Update the process to track and disburse all institutional scholarships through FA in PowerFaids 1. Review current process and capability 2. Contact PF for a quote for assistance		21-23		Initial review complete.

Core Theme: Educational Excellence
Objective EE1Students make consistent and timely progress toward their educational goals.
EE2 Students exhibit successful completion of credit degrees, and/or licensing/certifications or transfer.
EE4 Students needs are met through comprehensive support services

Project	Description (Activities)	Intended Outcome	Year	Budget Req	Progress
Coordinate and Implement a Strategic Enrollment Management plan	Create workshops for students that encourage diverse racial and ethnic participation	The student demographics reflect the diversity of the TBCC college district.	21-23	N/A	Researching/recruiting presenters
	Create diversity workshops that include student participation and student involvement		21-23	Unknown	
	Create a usable badge and/or certificate program to help encourage/reward participation		21-24	N/A- awarding previously purchased Swag	In process. Badge system created and to be implemented winter term.
	Review/update graduation ceremony using the Equity Lens		21/22	N/A	Review complete; awaiting results

Core Theme: Educational Excellence
Objective: EE1Students make consistent and timely progress toward their educational goals.
EE2 Students exhibit successful completion of credit degrees, and/or licensing/certifications or transfer.
EE4 Students needs are met through comprehensive support services

Project	Description (Activities)	Intended Outcome	Year	Budget Req	Progress
Coordinate and implement a Strategic Enrollment Management plan	Implement J1 web advising 1. Complete contract with Jenzabar 2. Train staff on set-up and use 3. Review and update Jenz as needed- prepare to go live for 22/23 Increase Auto awarding of degrees/certificates as new programs are created Create/Implement plan	Students have an education plan that they follow in order to be successful	21/22	Unsure – use HEERF $$ N/A	Contract signed and to begin in February with training to be in April. In process. Adding degrees to queries run each term.

Strategic Project Plan – (2021-2022)
Department/Service Area: Office of Instruction
WIG (if applicable):

Project	Core Theme Objective	Description (Activities)	Budget Requirements	Progress
Fully implement the SLO Assessment, Review and Improvement process to ensure that students are achieving learning outcomes.	Core Theme: Educational Excellence Objective: EE3 Students achieve student learning outcomes. 3.1 Course Learning Outcomes 3.2 Program Learning Outcomes 3.3 Institutional Learning Outcomes	• Sub group to look at disaggregation by student demographics • Develop solution(s) and implement • Run regular reports • Determine status	N/A	• *Fully implemented* • *First meeting to look at and dig into disaggregated data is the week of 1/12/22. We will be reviewing first regular reports to see how they work and any additions that are needed.* • *Held meeting. Each looking at a CLO, PLO and ILO.* • *Used data for determining pre-reqs in psychology classes.* • *Reports run from last year.* • *Gen Ed updated for fall/winter*
Explore new programs and add if applicable through the Curriculum process.	Core Theme: Economic Success Objective: ES1: The college programs and services support and advance local business growth through training and skill building opportunities.	• Explore Nursing • Explore CS transfer • Stand up machining • Grow OST by 3 students	5k marketing funds	• *This year we have adopted the computer science MTM.* • *Added an Entrepreneurship emphasis in the AAS Business.* • *We anticipate adding a partnership in Paramedicine, a CNA and Nursing in the next two years.* • *We will have two OST graduates this year.* • *Tillamook Works in hiring process, so will hopefully grow with new position.*

Project	Core Theme Objective	Description (Activities)	Budget Requirements	Progress
Critically evaluate developmental education pathways and where possible get students to college level courses in one term with the use of co-requisites and supports.	Core Theme: Educational Excellence Objective EE1: Students make consistent and timely progress towards their individual educational goals EE 1.1 Pre-College Math Completion Also impacts student climate and supports	• Develop co-requisite classes for MTH 105 and MTH 243. • Evaluate success of students in these two courses. • Develop co-requisite class for WR 121. • Evaluate success of this course. • Make decisions (revisions) based upon data to improve completion • Continue to support studio/tutoring gradually adding peer tutors and other subjects as well as attendance	Gen Fund: 10% increase in tutoring AWARDED 10K START STRONG GRANT	• *Co-req classes added, approved, piloted, and in revision status.* • *Success rates in courses as follows;* • *Expanded Learning Lounge and put under Library (Blanca). Held first study sessions in Biology (A PLO goal).* • *Adding first peer tutor this term! In for credit class.*

We will make progress on our Guided Pathways implementation plan in order to support students through retention and completion.	Core Theme: Educational Excellence Objective: EE1: Students make consistent and timely progress towards their individual educational goals & EE2: Students exhibit successful completion of credit degrees, certificates and/or licensing/certifications or transfer Retention & Completion	• See GP Plan • Implement three sub group action plans and monitor impact on retention and goal completion • Learning Community development • Student Services re-design • Career exploration through Title III	25k grant, have spent about 5k NEXT YEAR: need budget for LC's	There has been a lot of great progress! • We were awarded the Title III grant which moves us into Guided Pathways phase two. Over the past academic year we defined and identified Learning Communities. This is advertised on our website. We mapped the first term and revised CG 100 ensuring that it incorporates the development of the CEP, attendance at school activities, joining a club and career exploration. . We have; • Reorganized to better streamline instruction and student services. • Hired a Dean to supervise advising. • Hired a LEAN facilitator to take us through the mapping process (reducing waste, defining jobs, encouraging ownership/creativity) and considering both students and staff roles in the re-design. • Advertised for 2-3 advisors (now Success Coaches) and 2 Tillamook Works positions to take on the newly defined work. Each advisor will have 1-2 learning communities and how a student is case managed will be developed with metrics.

Project	Core Theme Objective	Description (Activities)	Budget Requirements	Progress
Work to improve equity, diversity and inclusion in the classrooms and educational programs we offer.	Core Theme: N/A Objective: N/A	• Sub-group to explore hiring more staff/faculty from diverse backgrounds • Offer one training on inclusivity in the workplace • Check publications to show men in healthcare programs and women in trades • Implement one strategy to increase diversity in CTE. • All staff/faculty will be trained on micro-aggressions and diversity in online trainings this year	N/A	• Need HR Director to assist. We have added language and cultural preference to job descriptions. • Checked publications- all fixed • Implementing Big 5 in CTE course (required equity and diversity training). This event was covered at fall in-service for all faculty teaching. • Macroaggressions training added to Safe Colleges/Vector.

Election Resolution

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION ……..…….…… VP Luquette

At the November 1, 2021 Board Meeting the Board of Education approved for the college to move forward with placing a bond measure on the May 17, 2022 ballot that if successful would provide the remaining funds needed to construct a new healthcare classroom and community events center building on college property just south of the main campus. The process requires the Board to call the election through resolution. The information from the resolution is then used to submit a Request for Ballot Title and then to submit a Notice of Measure Election. We are now asking the Board to make the resolution that outlines the parameters for the use of the bond and formally permits the college to submit the required documents to the Tillamook County elections office for the May 17, 2022 election. The resolution will be distributed at the board meeting.

Information Only Items

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATION ---------- Chair Gervasi

Staff Recognition: Paul Nesbit/SBDC

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION ……..…VP Rivenes

Every term we recognize one person and/or department for excellence in their work. I am very proud to bring forward Paul Nesbit and his Small Business Development Center (SBDC) for this term's award. Paul, Donna and team have done a stellar job in just six months (please see nomination letter attached).

I ask that you recognize Paul Nesbit and the SBDC for their tremendous work.

January 10, 2022

Dear President Tomlin and Board of Education;

I am writing this letter of term excellence award nomination on behalf of Paul Nesbit and the Small Business Development Center (SBDC) Team at Tillamook Bay Community College (TBCC). When the previous SBDC Director left, we were understandably nervous about how we would (or could) replace her. Yet, last June, we hired Paul Nesbit to take over the SBDC with high expectations of success.

We have not been disappointed. Paul, and his team, have taken the SBDC to even new heights and are charting a very successful and prosperous future. Here are a few of his notable accomplishments;

1. He took over with an office that was facing turn-over and tumultuousness. Working with Office Specialist (Donna Fox) he quickly started to develop relationships with his Business Advisors and the Economic Development Center (Terre Cooper). He has successfully forged new relationships that help him with the important work of assisting small businesses in Tillamook County.

2. He has exceeded the previous business advisory hours by 116 hours, doubled the amount of funding secured for local business, doubled the number of SBDC students, and increased the number of new start-ups from 2 to 7. He has clearly hit the ground running!

3. Paul designed and delivered a 'Government Contracting Marketplace' small business workshop which attracted 53 small business attendees and which was hosted by TBCC President and multiple State legislators and a County Commissioner.

4. Paul has redesigned the Small Business Management annual course into a fun, hands-on, interactive series where participants learn, apply and compete for awards! This interactive and exciting series increased attendees from 10 individuals to 37 individuals and increased participation by 13 businesses. For each of these the college earns 1 FTE in Spring term.

Paul is not content to rest on his laurels. He has many future projects in development. A sneak peak of these include;

1. Work to design and prepare three instructional workshop series in (a) Business Accounting & Finance Systems and Functions, (b) Business Information Systems and Integration, and (c) Human Resources, Human Capital and Corporate Culture.

2. Leading a broad SBA small business instructional and program certification initiative supported by a coalition of partners which is helping dozens of

Tillamook and Lincoln County small businesses obtain valuable knowledge, business tools, and functional capabilities to receive and participate with certifications in the (a) Federal SBA small business certifications in 8(a) Minority/Disadvantaged, Historically Underutilized Business Zone (HUBZone), Service Disabled Veteran-owned, Woman Owned, Economically Disadvantaged Woman-owned, and (b) State small business certifications in COBID (Minority Business Enterprise, Disadvantaged Business Enterprise, Service Disabled Veteran) in the government contracting marketplace.

3. Designing an innovative food systems network clean energy-vehicle and Enterprise Resource Planning (ERP)- based distribution concept which was submitted to Business Oregon for a (est.) $300,000 grant (competitive) in the Fall of 2021. Worked closely with the Economic Development Council lead (Terre Cooper) and TBCC to author and submit the grant. Was unsuccessful in receiving the Business Oregon grant but continues to work on seeing this vision become a reality.

These are just a few of the accomplishments made by Paul and his team in the past six months. The future for the SBDC does indeed look bright and Tillamook County is lucky to have his experience and vision.

Please accept this nomination to recognize the accomplishments of Paul Nesbit and the SBDC at an upcoming term recognition in front of the Board.

Thank you,

Teresa Rivenes
Vice President of Academic and Student Services
Tillamook Bay Community College

Program Review: Business Administration

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION ……VP Rivenes

The Business Program Review is attached for your review. During the time reviewed, the department was operated under the guidance of Department Chair Tom Atchison and faculty Michael Weissenfluh. The Business Program is unique in that it is fully online. Business continues to grow and add degree/certificates as well as new adjuncts. The department is digging into disaggregated data and student learning, which they have a strong history of doing well. Please see the attached report.

TILLAMOOK BAY COMMUNITY COLLEGE

Three-Year Instructional Program Review Template
Tentative Due Date: May 30 of the Academic Year Assigned

Program Name: Business Administration

Degrees and Certificates offered within Program:

- Associate of Applied Science in Business Administration
- Accounting Clerk One-Year Certificate
- Office Supervision One-Year Certificate
- Entry-Level Accounting Clerk Career Pathway Certificate
- Basic Computer Literacy Career Pathway Certificate

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Program Review. Statements included herein accurately reflect the conclusions and opinions of the program faculty.

Participants in the review:

- Tom Atchison, Business Administration Instructor
- Michael Weissenfluh, Business/Computer Instructor
- Masyn Phoenix, Adjunct Faculty
- Rebecca Phoenix, Adjunct Faculty

Authorization:

After the document is complete, it must be signed by the Department Faculty and Vice President of Instruction prior to submission to the President.

Tom Atchison

Signatures of Department Faculty

Teresa Thuemmel

Signature of Vice President of Instruction

6/14/2021

Date of Submission

1.0 Mission and Goals

1.1 *Briefly describe the relationship of your program to the college's Mission, Vision, and Core Themes.*

College Mission & Vision

Mission: Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves our diverse community.

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

The Business Administration (BA) program directly serves to fulfill the mission and vision of Tillamook Bay Community College (TBCC) by offering courses and curriculum that engages diverse students in order for them to fulfill their educational goals and lead to a living wage job in a variety of fields. The BA program helps move the mission of the college forward by delivering lifelong learning and professional competence skills; practicing effective communication skills; engaging in critical thinking, practical analysis, and problem solving; and developing educated citizens who appreciate ethical principles and cultural differences.

The BA program has a historic presence at TBCC and is the first program to offer fully online courses, which benefits students who need a flexible schedule to pursue a degree or certificate. These courses represent educational excellence as they utilized Quality Matters' nationally recognized educational standards and outcomes comparable with statewide universities and community colleges.

The BA program is vital for students and the Tillamook business community. By offering an Associates of Applied Science degree and four Certificate programs as well as providing the essential coursework for the Associate of Science Oregon Transfer in Business degree and starting in 2022, the Associate of Science Transfer (AST) in Business, students have many options available to them. Many graduates of the BA program are working in the community as represented within the composition of the advisory committee.

Core Themes

1. Educational Excellence: Students are provided with the opportunity to succeed in an equitable, inclusive and supportive environment that enhances individual and professional growth, through academic, personal and professional development.
2. Economic Success: The College contributes to the economic growth and development of students, community residents, and the entire region, while also practicing good stewardship of college resources.
3. Leadership, Partnership and Community Engagement: The college and its students, staff and faculty serve as educational and community leaders through professional development, skill building, or partnership with local business and school districts, post-secondary institutions, the TBCC Foundation, and governmental and social services.

The Core Themes and Institutional Learning Outcomes relate to each other as follows:

MISSION:	**Core Theme**	**Values**	**Institutional Learning Outcomes (ILO)**

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

bridges to opportunity	Economic Success	Student Success; Personal & Friendly Environment	Lifelong Learning & Professional Competence: Students will engage in and take responsibility for intentional learning, seeks new knowledge and skills to guide their continuous and independent development and adapt to new situations.
providing quality education	Educational Excellence	Student Success; Academic Excellence; Personal & Friendly Environment	Communication Skills: Students will effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas. 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.
serves the needs of our diverse community	Leadership, Partnership and Community Engagement	Resourceful Teamwork; Personal & Friendly Environment	Cultural Awareness: Students will demonstrate respect, honesty, fairness and ethical principles by understanding and appreciating differences in cultures

In particular, the BA program directly furthers TBCC's core theme of Educational Excellence. With over 70% of the students successfully completing courses, BA students make consistent and timely progress toward their individual educational goals. BA coursework utilizes best practices involving students connecting with other students; interactions through forum discussion; personal reflection journals; video instructions and lecture; comprehensive assignments; capstone seminar project; and activities involving teamwork. Such activities provide an opportunity for students to succeed in an inclusive and supportive environment in which students demonstrate the core program outcomes of social skills, thinking skills, information literacy, and communication skills.

Program Description

Throughout the BA program, Tillamook Bay Community College is preparing future accountants, managers, and business owners with curriculum shaped and reviewed by local employers. The program meets a broad range of student needs including recent high school graduates, incumbent workers, and people seeking a new career.

The BA program combines a foundation of core courses in business management and accounting as well as specialized classes within each area of emphasis. All courses prepare students with social, thinking, information literacy, and communication skills that are in demand by employers. Students learn to effectively write and speak, to be a part of a team, to apply analytical and critical thinking, and to use computer applications for appropriate analysis. Furthermore, all students study key business concepts including law, economics, human relations, ethics, and managerial accounting along with 25% of the course credits within general studies. At the completion of the program degree, students demonstrate what they have learned in the classroom with real-world experience through cooperative education and a business capstone seminar.

Graduates are employed throughout the county in businesses like manufacturing, retail, tourism, transportation, health care, government, and professional services. Some students start and operate successful small businesses.

Based upon job positions reviewed and deemed appropriate for program graduates by the BA program advisory committee, students in the management track prepare for work as administrative assistants, office administrators, project coordinators, managers, and owners. These positions evaluate performance, formulate policies, manage daily business operations, and coordinate hiring, supervising, and evaluation functions.

Students pursuing the accounting track prepare for work as bookkeepers, tax preparers, loan officers, accounting clerks, and accounting specialists. Students learn skills to record transactions and post entries; analyze, create, and review financial statements, prepare payroll; and perform other accounting functions to make prospective management decisions.

The program outcomes are as follows (see Appendix D for a list of certificate outcomes):

Program Learning Outcomes	Institutional Learning Outcomes
Social Skills: Work effectively and ethically within a diverse business team.	ILO IV: Students will demonstrate respect, honesty, fairness, and ethical principles by understanding and appreciating differences in cultures and behaviors.
Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions.	ILO III: Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgment based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study.

Information Literacy Skills: Effectively utilize computer applications to identify, find, evaluate, and use information for managerial analysis, presentations, and reports.	ILO I: Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development, and adapt to new situations.
Communication Skills: Communicate effectively, appropriately, and professionally to internal and external stakeholders.	ILO II: Students will effectively communicate, both orally and in writing, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas.

2.0 Program Data and Trends Analysis

2.1 Program Name: Business Administration

(See Appendix A for Data Table – pp. A1-A3)

Data Point	Table	Trend	Highest Year
Enrollment	2.1.a	There has been a steady increase since 2016 (420) through 2019. 2020 decreased which was consistent across the campus, particularly due to Covid.	(2019) 840
Number Program Majors	2.1.b	The combined number of students earning BAUDM and OTBU was 60; in 2019, 14.3% of all students earned these degrees. Over the three-year average, 12.5% of TBCC degrees come from business.	(2019) 60
Total FTE	2.1.c	From 2018-2020, BA courses accounted for 99.61 FTE with a range from 27-37 FTE annually; with two full-time faculty, this averages to 49.8 FTE.	(2019) 36.93
Number Sections Offered	2.1.d	Although the number of courses remain steady (between 26-29), the number of sections increased in 2018 as the BA program now offers smaller enrolled summer classes to support student success and achievement.	(2018 & 2019) 45
FTEF	2.1.e	The three year average (2018-2020) is 0.6917; starting in 2020 three adjunct faculty have also taught classes as full-time faculty also have committee responsibilities; some BA courses also support and are integrate into other degrees, such as the ASOT – Business degree and the AAS in Healthcare.	(2019) 0.7693

Fill Rate	2.1.f	The highest one term fill rate was fall 2018 (54%); The three average fill rate for fall = 45.91%, winter = 40.89%, and spring = 34.50%, which follows the college-wide enrollment trend.	(2019) 43.50%
% Students Persisting from Fall to Fall	2.1.h	BUADM students persisted better (50%) than All Other Majors (41%) from 2018-2020, but it is recognized that the number of BA students (22) is significantly less than all others (272); a persistence advantage here could be due to having two full-time faculty reliably teach a majority of their courses so students understand consistent course expectations.	(2018-2020) 50.0%
Average Successful Completion Rate	2.1.i	Despite lower enrollments and FTE in 2020 (see 2.1.a & 2.1.c), it was the highest in successful completion; part-time students representing a major of TBCC students, so 2020 could have represented a higher completion year; also more familiarity and student support for online education may improve this measure.	(2020) 16

2.2 Program Peer Comparison

How does your program compare with peers?

Based on size, location, and curricula, the three most comparable colleges with Business Programs are Clatsop (CCC), Oregon Coast (OCCC), and Columbia Gorge (CGCC); however currently, CGCC does not have a department chair and no one responded to the request for information so Umpqua (UCC) was contacted.

- Clatsop (CCC) offers two AAS degrees: 1) Accounting Technician and 2) Business Management; and four Career Pathways: 1) Accounting for Business Certificate, 2) Entry Level Accounting Clerk Certificate, 3) Business Professional Certificate, and 4) Entrepreneurship Certificate.
- Columbia Gorge (CGCC) offers two AAS degrees: 1) Accounting and 2) Entrepreneurship/Small Business Management; two Certificates: 1) Accounting/Bookkeeping and 2) Entrepreneurship; and a Career Pathway Certificate in Entry-Level Accounting Clerk Career Certificate.
- Oregon Coast (OCCC) offers one AAS degrees in Accounting; and two Career Pathways: 1) Accelerated Accounting Certificate; and an Entry-Level Accounting Clerk Certificate.
- Umpqua (UCC) offers four AAS degrees: 1) Business Technology in Business Management and Marketing and 2) Office Technology as Executive Business Assistant and Medical Office Administration; four Certificates: 1) Entrepreneurship 2) Supervision, 3) Medical Billing & Collections Clerk, and 4) Office Assistant; and three Career Pathway Certificate in 1) Financial Services, 2) WAFC Retail Management and 3) Front Office Medical Assistant.

Program leaders from all three colleges provided information regarding the following questions.

What are the enrollment trends in your program over the past three years?
CCC - This past years, enrollment in business courses is slightly up despite enrollment being down in other programs at the college. The previous two years were stable. It seems that many students studying business valued the convenience of online and Zoom/remote courses.

OCCC - The program is primarily online. Online options for education have increased dramatically throughout the pandemic. The program itself may face a need to define a clear value proposition to attract students it would have automatically acquired in the past.

UCC – Program enrollment has increased slightly over the last couple of years. Once the changes for the AST – Business occur, they plan on marketing it and helping train advisors to help promote it. COVID has hurt all the programs on campus, but Business is holding steady.

What challenges are you seeing for your program in the next three years?
CCC - Many students enjoy the freedom of online/remote schooling, but some students prefer in-person learning. It will be a challenge to offer coursework that meets both sets of demands when there is not enough demand to run multiple sections of courses. Other challenges include keeping up with changing technology trends and changing workplace skillset demands.

OCCC - A real opportunity for a small, rural county that is primarily based on retail sales and tourism/hotel/restaurant which would seem to be in helping our local business owners and middle managers develop skills that help them grow their business. The challenge is that these businesses are extremely diverse so the department needs to identify a certificate or degree that satisfies enough of their needs and then determine how to deliver it.

UCC - Challenges continue to be marketing what is available and helping students to understand the pathway to a career in business.

Analysis:
Through this program review, there are a number of insightful observations. A summary of these include:

- Overall enrollment trends for all colleges are similar; however, the enrollment at TBCC has been more steady and consistent.
- Online classes and learning continue to be a necessity and focus for all colleges.
- Successful marketing efforts to promote the degree, through multiple media outlets, is necessary to see an enrollment impact.
- TBCC's AAS core curriculum parallels the other peer colleges; however, the TBCC BA degree is unique with a streamlined, combined degree with core classes and areas of emphasis in accounting and management.

- Besides TBCC, CCC is the only comparable college that requires a Cooperative Education class within their degree. TBCC is unique in requiring both cooperative education and a business capstone seminar.
- TBCC has two comparable Career Pathways Certificates, while other colleges also offer pathways in Business Professional, Entrepreneurship, and Communications.
- TBCC exclusively offers a Basic Computer Literacy Career Pathway. As the TBCC Advisory Committee continues to promote that graduates need to be skilled in computer literacy, this certificate remains relevant and important.

2.3 Student Enrollment and Achievement by Gender and Race/Ethnicity

Analyze the achievement levels for each of the groups listed below. Are there differences in achievement levels across groups? Are there strategies you can implement to provide more support for these populations?
(See Appendix A for Data Table – p. 4)

Program Name: Business Administration (2018-2020)

Group	Number of Students Enrolled	Average Successful COURSE Completion Rate
Males	636	80.19%
Females	1526	81.72%

Hispanic/Latino	547	84.10%
White	1440	80.42%
Unknown	176	79.55%

Analysis Highlights:

- Female students (70.6%) outnumber male students (29.4%). This ratio is higher than the general demographics of TBCC students from 2018 (56% female and 44% male).
- This female-male ratio is consistent with nationwide research and trends as female enrollment increases and male enrollment declines.
- From information provided by TBCC's Institutional Researcher during the fall 2017 in-service, Tillamook County is less ethnically diverse when compared with statewide data. Throughout the state, 76% of students identify as White. Within Tillamook County, white representation is 84% of the total population. BA students are actually more diverse than the county as only 66.6% of BA students identify as White.
- Hispanic/Latino students are slightly more successful in course completion compared with White and Unknown students.
- Female students are slightly more successful in course completion compared with male students.

2.4 (CTE Programs Only) List the certifications students are able to earn through participation in your program.

At this time, there are no professional certifications associated with the Business Administration degree.

2.5 Other Data

At this time, besides information referenced later and found within the Appendices, there is no additional data necessary for listing here.

Analysis

The BA curriculum is reviewed annually in order meet the emerging expectations and economic changes within today's business environment while maintaining a goal to support students becoming competent business professionals. As technology continues to permeate all aspects of business and learning, efforts to embrace these changes occur within the curriculum. The choice of curriculum learning materials has gradually expanded to offer students a breadth of business knowledge along with the integration of current critical issues like globalization, ethics, social media, and corporate social responsibility.

The BA program has welcomed the opportunity and challenge to develop online courses for a fully online degree. All the BA faculty have completed the Quality Matters (QM) online instructor training and certification. Quality Matters is a faculty-centered, peer review process designed to certify the quality of online and hybrid courses through course review and improvement processes. By incorporating audio and video lectures to augment traditional in-class instruction, students are more successful in achieving course and weekly learning outcomes.

In order to support student success, the program has implemented an initiative for the degree to use Open Education Resources (OER). OER's are more economical for students (saving over $770,000 college-wide for students through fall term 2020) and allows faculty to edit, add, and customize learning materials. Additionally, the use of OERs ensures that students have texts and supplementary resources on the first day of class, which helps to create an environment for student success and retention.

2.6 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

2.6.1 What are the strengths of your program as indicated in the above data?

- Full-time faculty are successfully teaching in 92% of program's business courses.
- Student retention from fall-to-fall is slightly more successful compared with all other majors.
- Student retention from fall-to-fall from 2018-2020 compared to 2015-2017 increased by 12%.
- Over the last two year, more students have earned the Accounting Clerk and Entry-Level Accounting Clerk Certificates.

- Open Education Resources (OERs) and/or textbooks that are available for check-out in library are utilized in over 85% of the program courses.

2.6.2 What are the weaknesses of your program as indicated in the above data?

- Student persistence from fall-to-winter is slightly less when compared with all other majors.
- Student enrollment and the number of students in the program peaked in 2019.

2.6.3 What are the opportunities for your program as indicated in the above data?

- Develop opportunities to increase enrollment in male and Hispanic/Latino students.
- Investigate program certificates in emerging business and computer subject areas.
- Explore opportunities to increase successful completion rate (supporting students, not lowering standards) for White and Undisclosed students.
- Develop opportunities to increase enrollment and program numbers across the board.

2.6.4 What challenges exist for your program based on the above data?

- Developing strategies to attract and increase enrollment post-pandemic.
- Exploring how to improve persistence and retention for all students.

3.0 Student Learning Outcomes Assessment

The SLO process has three components. All curriculum development requires considering assessment. Assessment promotes equity, links courses, programs, and institutional outcomes, asks questions, solves problems, and seeks to improve student learning. Assessment is the connection between desired results and accomplishments. Assessment must measure it and make plans to improve results. All assessment starts with the following questions:

- What are we trying to do (the goal)?
- How will we know when we have accomplished it (evidence)?
- Where are we now (current state of performance)?
- What steps do we need to take to improve where we are (action plan)?
- Who should be involved in our action plan (collaboration)?
- How is our action plan working (reflection)?
- Once we have achieved the goal, what will our next steps be?

Institutional Learning Outcomes (ILO): TBCC's ILO's are ultimately measured in several different ways. First, the teaching faculty measures them at the end of every single course (that contains an ILO), and every single course (linked to an ILO) must move a student closer to

achieving ILO's. Second, ILO's are directly measured by an annual survey of all TBCC graduates (Graduation Survey). The ILO's are worked on annually during the Faculty Self-Evaluation and reflection process. Thus, ILO's are continually measured on an individual, and collective, cycle. Care has been taken to design courses, and programs, so that students continue to experience and move towards mastery of ILO's. The results of this assessment are used to improve student learning.

Program Learning Outcomes (PLO): Program Learning Outcomes are what TBCC graduates are expected to achieve through completing their program (degree or certificate). At TBCC, PLO's are measured at the conclusion of every course (individually) by teaching faculty and during program review (collectively). Program Learning Outcomes are also measured by an annual survey of all TBCC graduates (Graduation Survey) and end-of-the-program seminar course. Thus, PLO's are continually measured on an individual, and collective cycle. All programs have been designed so that students achieve mastery of program learning outcomes by the end of their successful program completion. PLO's are routinely assessed and that the results of this assessment are used to improve student programmatic learning through Program review goal setting and annual review of goal achievement.

Course Learning Outcomes (CLO): Course Learning Outcomes are what a student is expected to know, think, or do at the end of their course experience. These are measurable and observable. Students cannot pass a course without achieving CLOs.

Courses build skill and content mastery, and they cumulate in program mastery. Courses are mapped to programs, and programs to institutional learning outcomes. Every program is designed so that the cumulative classes result in mastery of both Program Learning Outcomes and Institutional Learning Outcomes. The process in its entirety is the process of measuring the Student Learning Outcomes, or SLO's. For further clarification, a mapping document is maintained in the Curriculum SharePoint, which describes these processes.

Each faculty member works on individual course improvements. Each time a class is taught they measure outcomes, collect student feedback (via student surveys), and assess themselves. Finally, faculty document what will be done differently next time.

3.1 How has assessment of course level SLOs led to improvements in student learning and achievement?

The Program (PLO) and Course Learning Outcomes (CLO) were revised in 2017 to better align them with Institutional Learning Outcomes (ILO) and institutional aims. Most recently, one PLO was revised to better reflect a broader and academic explanation for computer and information skills. CLOs are assessed by BA faculty through a Request for Information (RFI) each term utilizing course evaluations, exams, assignments, and student projects. The BA faculty regularly discuss course-level student outcomes and shared best practices associated with teaching and assessing CLOs. As a result, courses are regularly updated with changes implemented to improve teaching strategies and student learning.

The following are examples of student learning improvements:

- BA 101 – More content was embedded throughout the class regarding forces that shape a business due to economics (CLO #1). The student scores improved; several students commented that this topic on economics was one of their key learnings from the class.
- BA 205 – To improve their practice giving a persuasive speech and from the request of a couple students, a sample speech was shared (CLO #3). Beyond just submitting the presentation, students were required to submit a Presentation Outline that particularly highlights transitions.
- BA 206 – Students assisted in identifying and developing key business terms, similar to a class glossary (CLO #1), which complement the key terms already highlighted by faculty.
- BA 213 – A weekly Muddiest Point forum was added for students to discuss especially difficult areas in that week's material. It allows for more interaction with other students and the instructor.
- BA 223 - During the week prior to conducting primary research (CLO #3), students were required to share their survey draft into a class forum discussion and give feedback to each other. With peer feedback, students commented that it improved their final survey and its results.
- BA 226 – After analyzing exam question data (those which were most challenging for students), the exam questions were revised and the textbook study guide questions were updated.
- BA 228 – More videos were added for some chapters highlighting common questions students have had. Excel spreadsheets were embedded, which allows them to understand how to synthesize Excel with QuickBooks. This also makes it more efficient to grade and decreases size of files to upload into Moodle.
- BA 256 – Due to the constantly changing landscape of taxation, a current events forum each week was added to the class so students are aware of the dynamic effect of tax policy and laws. They are finding that taxes affect them more.
- BA 285 – While forums, journals, and a written paper provided assessments for student learning regarding effective team behavior strategies (CLO #3), students still need more opportunities to understand team dynamics (which support PLO #1: Social Skills). Three business case studies were added in which student further learned about the importance of effective team conduct and behavior.
- BA 290 – An essential program outcome is social skills (PLO #1); students are required to collaborate on two case study papers.

Overall, students are showing improvement in SLOs. Through time, with the college's new assessment process, student improvement data will be easier to disaggregate and analyze.

3.2 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

During the 2019-2020 academic year, there was focus on two PLOs, which parallel the college's focus on the two institutional outcomes of Cultural Awareness and Problem Solving. Overall, students assessed higher in related outcomes compared with the college-wide average.

2019-2020 Outcomes (% of students assessed at Advanced or Competent level)	**CLO**	**PLO**	**ILO**
BA, CAS	83.21	77.1	76.62
TBCC Average	77.48	77.67	76.05

The following are a couple examples of how CLOs support PLOs (see Appendix F).
BA PLO - Social Skills: Work effectively and ethically within a diverse business team. Students learn skills and roles that are important when working within teams through numerous measures and opportunities. Examples of improvement include:

- BA 206: targeted forum discussions regarding 1) culture & social networks and 2) team roles.
- BA 277: targeted forum discussion regarding discrimination.
- BA 285: targeted forum discussions regarding 1) communication and 2) cultural diversity.
- BA 290: two case study assignments have students work together as a team.

BA PLO - Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions. Students practice analytical and critical thinking while developing solutions to problems. Examples of improvement include:

- BA 101: a final assignment in which they analyze an actual public corporation.
- BA 223: a final assignment in which they construct five key sections of a market plan.
- BA 250: a final assignment in which they assess qualities and characteristics of a successful small business.

3.3 What challenges remain to make course and program level Student Learning Outcome Assessment more effective for your program?
Within the last three years, the student learning outcome assessment process has continuously been improved and modified starting with the original data base assessment reporting on class learning outcomes data and narrative questions. Within the narrative questions, one key question is "What changes or high impact practices do you plan to implement to your course and/or teaching methods based on your response to question #1 above?" This question allows everyone to close the assessment loop and plan for learning improvements.

Within this academic year (2020-2021), the assessment process was updated to a similar but different system in which SLOs are disaggregated for each student, as required for accreditation. Within this is a new system, learning outcomes are analyzed and results are interrupted. More training and time is needed to know how effective this is for the program and program results.

3.4 What challenges remain to make course and program level Student Learning Outcome Assessment more effective for your program?

- Same as 3.3

4.0 Evaluation of Progress Toward Achievement of Previous Program Plans

4.1 Evaluate steps taken to achieve plans established in the last program review.

The ultimate goal for this program is to have a well-defined Business degree pathway that meets the needs of local industry and our community as well as the varying needs of students (workforce, transfer). Previous short-term (1 year) and mid-range (2-3 years) goals are summarized here:

- Expand 1 year and/or less than 1-year college certificates and career pathways.
  - BA faculty explored and assessed certificate options and alternatives. After reviewing and discussing these with the BA Advisory committee, the current offerings were found to be appropriate and satisfactory. No new courses were needed to align within the current degree map.
- Engage more teachers and high schools students with dual credit courses.
  - TBCC currently collaborates with two local high schools (THS & NKN HS) in offering BA dual-credit courses. TBCC BA faculty consistently meet with high school teachers, but no expanded course opportunities were identified as the schools have not expanded class offerings for students. Terms in which dual credit courses were offered were adjusted within the high schools to better accommodate their scheduled offering needs and when the class was best offered for their students.
- Review and/or revise courses and curriculum sequencing as appropriate to meet current business trends.
  - BA faculty annually reviewed curriculum with the BA Advisory committee to ensure that courses and course outcomes most effectively prepare students for employment; no significant changes were made. Faculty and the Advisory committee continue to discuss a prerequisite option of keyboarding within the program.
- Develop competency tests to allow students to test out of Beginning Word, Beginning Excel, and maybe others as requested.
  - BA faculty researched and agreed upon a standard exam for both Beginning Word and Beginning Excel. The processes and coordination for this test is similar to the keyboarding challenge exam in that it is coordinated with the Library, Business Office, and Student Services.
- Institute a survey for current students and graduates regarding the quality of instruction provided by the TBCC business department.
  - Survey data collection started in 2019. It was administered as a voluntary survey though Survey Monkey. Although to date, there has only been data collected from 15 respondents, the results are found in Appendix E. In terms of satisfaction, 87% of the students answered satisfied to very satisfied; 13% answered neutral; 0% were dissatisfied.

4.2 In cases where resources were allocated toward goals, evaluate the efficacy of that spending.

No extra resources were allocated for the previous program goals.

5.0 Program Plans

5.1 Short-term Plans (three year cycle)

- Write 2021 program review with short and long-term goals by June 2021.
  - A three-year program review is a part of the college's planning and strategic efforts to encourage a review of student data, outcomes, and success.
- Review and revise CCOGs by January of 2021.
  - As the college continues to improve its systems and forms, a thorough review of all BA & CAS classes was important particularly since one of the prerequisites (Math) for a majority of the classes needed to be modified. During the revision process, most course learning outcomes remain the same, but a few changes were necessary. Further review of PLOs and ILOs may require amendments, particularly if ILOs change after accreditation.
- Embed career exploration activities per Guided Pathways (GP) for fall term, 2022.
  - Within the Guided Pathways initiatives, the development of a business learning community is recognized along with the need for branding each community. The BA program will continue to work with the GP leadership on what is involved within these learning communities along with the need to implement career exploration activities. It is recognized that career exploration best starts within BA 101: Introduction to Business to expose students to a variety of career paths. Furthermore, as GP continues to develop goals and efforts to what can occur within these learning communities, BA faculty will work to assist these practices.
- Modify curriculum to support the Statewide Associate of Science Transfer (AST) – Business by the end of 2022.
  - The AST-Business was developed to make it easier and more consistent for students to complete their first two years, earn an Associates degree, and be eligible for junior standing when transferring to one of the seven Oregon Public Universities (OPUs). This work started three years ago and is almost finished, but there is still a need to develop degree maps for students, determine PLOs for the degree, and provide clear advising for students. Two courses (in particular CAS 170 and BA 211) need to modify course content in order to achieve alignment and meet compatibility. BA faculty have reviewed the course content change, but faculty need to revise the curriculum in order to cover the appropriate learning expectations.
- Explore adding on-ground classes and shifting some of the load to adjuncts; this would allow full-time faculty to teach in person as well as online and may grow FTE by 2023.
  - Since the last program review, two adjunct faculty have started teaching two BA classes (BA 224 and BA 277) which covered for full-time faculty workload, but those courses are still online. The BA degree is promised to be available online and college data shows that

online classes are more popular than on-ground classes; however, if on-ground classes can increase FTE to support the college's strategic goals, select classes need to be researched and developed for this traditional teaching modality.

- Update to a current version of the Microsoft Office (MS) software by end of 2022.
  - Over the past several years, faculty have been teaching the 2013 Microsoft Office software, which is similar to most of the colleges and universities within the state. While it is still commonly used within the workplace, some businesses but most students are using MS 2016 or MS 2019. Later this year, MS 2021 should be available. Through further research and consulting with the BA advisory board, the series of computer application science (CAS) courses need to be teaching a newer version of MS Office.
- Pilot Hy-Flex Instruction in the fall of 2021.
  - TBCC is exploring and starting to implement Hy-flex instruction which allows students to participate in learning via three modalities: 1) face-to-face, 2) synchronous online, and 3) asynchronous online. Following the training, BA 101 may be offered via Hy-Flex. Based upon the pilot experience and results, other classes might incorporate this teaching methodology.

5.2 Long-term Plans (six year cycle)

- Strengthen the pipeline of students entering the Tillamook workforce and economy.
  - While the BA program currently connects with employers, such as students participating in cooperative work experience and employers participate on the BA Advisory committee, there is always a need to have a larger variety and pool of employers. This would benefit students when looking for internships and employment. The BA program is interested and eager to assist a career services department, which would support students in discovering scholarships, choosing a career path, and finding jobs.
- Build and maintain an Alumni connections network to identify opportunities that will further increase student success and promote the college.
  - This program would benefit from collaborating with the college's Advancement and Business Offices. By meeting together, there would be a need to map a process for gathering Alumni information while looking at potential opportunities and obstacles. Simultaneously, other colleges would be contacted to understand how they have developed their Alumni networks. Finally, there needs to be the development and maintenance of an Alumni database. This would benefit both the BA program and the college's Foundation.
- Institute a post-graduate survey for alumni regarding which courses were most helpful for job-readiness and work-related skills.
  - Currently, BA faculty survey students during spring term that is primarily focused on student satisfaction (results are in Appendix E). Other community colleges have similar surveys, but they also specifically survey graduated students. BA faculty need to assess and learn from their survey practices to determine best questions. BA faculty can collaborate with TBCC's Institutional Researcher to ensure consistent practices and

implementation with other college surveys. As survey data is collected, the information needs to be maintained, reviewed, and used for improvement.

- Hold meetings with adjunct to discuss retention and completion data.
  - With an increase in adjunct faculty teaching more BA courses, having more conversations regarding teaching strategies to improve student success will hopefully lead to improved retention and completion data.

What specific aspects of these plans can be accomplished without additional financial resources?
The areas of researching, meeting, collaborating, and discussing plans should not require additional resources. Although some of the planning would require release time for BA faculty from their existing busy responsibilities.

6.0 Requests for Resources

For any specific aspect of a plan listed in 5.0 that would require additional financial resources, complete the form below. If you are aware of a potential funding source other than college general funds, identify the potential source below (see Appendix G for BA annual budget).

Type of Resource	Requested Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies	$5,500	Annual Budget (annual purchase of books)
Computer Hardware		
Computer Software		
Training		
Other (promotion)		
Total Requested Amount	$5,500	

6.1 *Describe the resource request.*
Previously, BA faculty personally purchased textbooks for checkout through the library as a benefit for students. By updating to a newer version MS office, textbooks would need to be purchased, as currently there are no open education resources (OERs) available. This request asks the college purchase the newer version textbooks for three courses. On average, the textbooks are $100 each. Based on what is currently on loan in the library, there are 25 copies for CAS 133 ($2,500), 20 copies for CAS 170 & 171 ($2,000); and 10 copies for CAS 216 ($1,000).

In order to maintain information and data provided by alumni, an effective database system needs to be developed (or discovered) along with someone assigned to maintain it. One database would maintain current contact information and another data system would maintain post-graduate survey feedback. These databases could be developed internally with MS Access, MiniTab, or another data retention system, which could be sourced so that it integrates with other departmental needs.

6.2 *What program outcome(s) does the resource request address?*
The purchase of textbooks within the CAS courses support the particular PLO of Information Literacy Skills: Effectively utilize computer applications to identify, find, evaluate, and use information for managerial analysis, presentations, and reports.

6.3 *What measurable outcome(s) will result from filling this resource request?*
The purchase of updated textbooks support several strategic goals; most directly, it supports textbook savings to students (EE4.1). It also supports the goals for students making consistent and timely progress toward their individual educational goals (EE1) as they can do not have to spend money on textbooks.

By having both an alumni network and post-graduate survey, BA Advisory committee members and alumni could demonstrate ongoing support for TBCC's success, particularly the BA program. The information provided by alumni will assist in program improvement by providing feedback from program completers. As this information is gathered and shared, it will assist with ongoing, increased knowledge of the work skills needed in today's workplace. Faculty are able to integrate these skills into the appropriate courses within the BA Program. As described in the 3.2 section of this program review, through ongoing program assessment, the program learning outcomes are continuously evaluated. This leads to more successful student achievement of the program outcomes. Program Learning Outcomes (EE3.2) are measured by the percentage of students satisfactorily achieving program outcomes within the strategic plan. Indirectly, having increased alumni's support will benefit both the college and BA program as they promote the program.

6.4 *How does this request further college fulfillment of the college mission and its Core Theme objectives?*
With these resources, the BA program will continue to create bridge opportunities for student success with existing and improved degrees and certificates, along with the potential for more certificates and updated coursework. Through alumni information and feedback, the program can

continue to respond to student and employer needs with curriculum that demonstrates educational excellence. Furthermore, these resources are focused on improving student success, persistence, and degree completion. Finally, through research and by keeping aligned with best practices, the program will continue achieving academic excellence.

7.0 Advisory Committee and Employer Input (CTE Programs Only):

7.1 List Current Advisory Program Membership

Advisory Committee Membership		
Name	**Title/Job**	**Community of Interest**
Amy Blackburn	EDC/Tourism Accountant	EDC
Shannon Cahoon	Community Develop. Manager	FibreFederal CU
Shane Stuart	Human Resources Manager	Tillamook PUD
Robin Pepper	Business Office Specialist	TBCC
Briar Smith	Human Resources Manager	Till. Farmers Co-Op
Micah Smith	CFO	Till. Regional Hospital
Joanna Stelzig	Public Relations Manager	Tillamook PUD
Wendy-Jo Wolf	Food Safety Program Manager	Tillamook Creamery
Amber Zwald	Office Manager	Zwald Trucking
Tami Schild	CTE Coordinator	ESD
Christy Hartford	Principal	THS
Heidi Buckmaster	Principal	NKN
Teresa Rivenes	VP of Instruction	TBCC

7.2 Discuss the process your program followed to ensure advisory committee membership involvement in and contributions to this program review. Report on comments and concerns shared by members of the advisory committee.
An important partner of the BA program is the advisory committee, which provides advice and input related to current and future curriculum. The committee members are instrumental in ensuring that the curriculum is current to meet the needs of business and industry. Members discuss general program content, skills graduates need, job opportunities, career trends, and strategic planning.

The committee consistently meets twice each academic year and is attended by representatives from various business industries, TBCC faculty, local high school partners, and the Regional Coordinator of Career and Technical Education. Agendas are based on topics pertinent to members and meetings are facilitated to encourage discussion, feedback, and dialogue on emerging issues.

7.3 Date final program review to be shared with advisory committee membership:

This program review will be shared in draft form via email prior to the spring meeting. During the spring meeting (May 2021), the advisory committee will have an opportunity to provide feedback. Afterwards, the final version will be shared during the fall meeting (tentatively, November 2021).

8.0 High School, Community, and Employer Outreach

8.1 (CTE Programs Only) List the largest employers within the service area for your program completers. How do these employers provide input to the program curriculum and information about industry trends?

Some of the largest employers in Tillamook County include the TCCA, Kiwanda Hospitality Group, Tillamook County, Tillamook PUD, and Tillamook Regional Medical Center. Representatives from some of these largest employers are currently advisory committee members. Efforts continue to expand the committee membership with more large and smaller employers.

8.2: (CTE Programs Only) Discuss local employer perceptions of your program and its graduates. What mechanism did you use to gather this input during the program review process?

Through the advisory committee, feedback about the program and graduates are sought as the committee includes several TBCC graduates. As discussed in section 7.2, employers responded positively to the program's redesign and online degree offering. Through emails and meetings, employers provide input, direction, guidance, and affirmation for courses, course outcomes, and program outcomes. Several examples are included here:

- Course Level: Committee members chose to review two to three courses that match their field of experience. During the review, they evaluated course outcomes; content and topics; and syllabus format and schedule. Committee members agreed that courses cover important are relevant key topics within each subject matter.
- Degree Level: Based on the committees feedback and reviewing other school's approach to teaching the accounting sequence, the AAS-Business degree was streamlined and changed to the 2019-2020 degree were made including:
    - Changes: for the BA 211-213 sequence, all three (3) courses are now four (4) credit; the history course was replaced for another writing course so that students could learn more about persuasion and argument.
    - Added: Math 105: Math in Society, rather than requiring students to learn just algebra, this class provides a more relevant math; BA 218: Personal Finance, so that students learn life topics such as budgeting, banking relationships, borrowing, insurance, risk management, real estate, investing, portfolio management, retirement and personal taxes.
- Program & Certificate Learning Outcomes: first, the committee affirmed the four (4) program learning outcomes along with revising the specific outcome regarding computer skills. Outcomes for all four (4) certificates were created, reviewed, and agreed upon by the committee. The committee inquired about the certificates and they were pleased to learn that the certificates are embedded within the Associates degree as students acquire

them; the certificates benefit students who may need to take courses at a slower pace and they are credentials that can be included in a resume as a hiring advantage.

- Program Goals: the committee regularly reviews and approves the short and mid-term goals.
- Job Research Findings: job opportunities and skills were collected regularly to match skills being taught to align with what industry partners are seeking for high school students or college graduates (see Appendix B). Committee members affirmed that the research was relevant and that the program was appropriately addressing job readiness skills for students.

It is further worth noting that an advisory committee member suggested that the BA faculty follow-up with more alumni regarding the key skills and knowledge learned while at TBCC, and then, to solicit these alumni to participate in the Advisory committee.

When asked about the value of industry certifications, the advisory committee's response was that certificates are not valued or important at this time. The committee urged faculty to keep emphasizing basic computer skills, soft skills, teamwork, communication, interviewing preparation, and professionalism.

8.3 (CTE Programs Only) What employment opportunities are available to your program completers (list specific positions)? To your certificate completers?
For students earning the Business Administration with an Accounting emphasis, the program draws information from O*Net (https://www.onetonline.org/link/summary/43-3031.00) for jobs in Bookkeeping, Accounting, and Auditing Clerks (see Appendix C). The important skills and knowledge necessary include computing, classifying, and recording numerical data to keep financial records complete; performing any combination of routine calculations, posts, and verifications to obtain primary financial data for use in maintaining accounting records; and checking the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. Sample jobs include Accounting Clerk, Accounting Assistant, Accounts Payables Clerk, Bookkeeper, Account Clerk, Accounts Payable Clerk, Accounts Receivable Clerk, Account Receivable Clerk, Accounts Payable Specialist, and Accounting Associate.

For students earning the Business Administration with a Management emphasis, the program draws information from O*Net (https://www.onetonline.org/link/summary/11-1021.00) for jobs as General and Operations Managers (see Appendix C). The important skills and knowledge necessary include planning, directing, or coordinating the operations of public or private sector organizations; formulating policies, managing daily operations, and planning the use of materials and human resources. Sample jobs include Business Manager, Facilities Manager, Facility Manager, General Manager (GM), Operations Director, Operations Manager, Plant Manager, Production Manager, and Store Manager.

8.4 (CTE Programs Only) Provide labor market data regarding the projected number of job openings in the region (northwest Oregon and Portland metropolitan area). Cite the source of this data.

Labor market data was collect from the Oregon Labor Information System (OLMIS) at www.qualityinfo.org. The data is projected information including the Tillamook region (Northwest Oregon), Portland-Metro area, and the state of Oregon. The data was collected based on the BA Advisory committee positions, peer community colleges, and comparable occupations. Then jobs were sorted by the recommended level of education: Certificate, Associate, and Bachelor (See Appendix C).

For Associates degrees, two job sectors (Loan Officers and Lodging Managers) are anticipating increases around 12.0% over the next ten years. While Secretaries & Administrative Assistants and Retail Sales Supervisors & Managers anticipate annual replacement openings (159 & 158 respectively), growth in these fields are decreasing and slow. General & Operations Managers and Accountants & Auditors both have a respectable ten-year anticipated growth (7.7% & 8.7%) along with annual replacement openings (138 & 47).

Finally, while looking through the Bachelor degree level, General & Operations Managers will have the most annual replacement openings (138) and a 7.7% increase in jobs. The largest percent increase (18.8%) will be within Financial Managers; there are expected to be 20 annual replacement openings. Other job –Public Relations Specialists –are expecting growth (5.6%) and with a decent expected annual replacement openings number at 19.

8.5 (CTE and Transfer Programs) what dual credit offerings does your program support? In which area high schools are these dual credit courses offered? How will your program support the expansion of dual credit offerings at area high schools?

The program maintains dual credit offerings for BA 101: Introduction to Business and BA 150: Introduction to Entrepreneurship. These agreements allow students to dual enroll in a high school course and a TBCC course. As part of the agreement, the high school faculty members agree to maintain TBCC's standards of achievement in the high school course. TBCC faculty have shared instructional and assessment materials along with online Moodle shells in order to aid the high school teachers and promote consistency between schools. The TBCC BA program faculty assesses the courses to ensure quality and consistency in the course offerings and maintains on-going relationships with the high school faculty. The two schools currently participating are Tillamook High School and Neah-Kah-Nie High School. The BA program would expand dual credit offerings in business courses if there is interest and sufficient enrollment numbers from the high school (& if teachers are qualified).

9.0 Executive Summary

The Business Administration (BA) at Tillamook Bay Community College (TBCC) prepares future accountants and managers with curriculum shaped and reviewed by local employers. The program is designed for a wide range of students including recent high school graduates, incumbent workers, and people seeking a new career.

The BA program fulfills the mission and vision of TBCC by offering courses and curriculum that engages diverse students in order for them to fulfill their educational goals. Program data showed:

- 72.7% of the students successfully complete BA courses, showing that these students are making consistent and timely progress toward their individual educational goals.
- Female students (70.6%) outnumber male students (29.4%) which is slightly higher than the general demographics of TBCC students.
- BA students are more demographically diverse than the county in general.
- Hispanic/Latino students persist Fall-to-Fall at a greater rate than White students.

The BA program was the first program to offer fully online courses, and the BA faculty welcomed the opportunity to develop online courses for the online degree. BA faculty completed the Quality Matters (QM) online instructor training and certification, which represents educational excellence as course are developed and taught utilizing nationally recognized educational standards and outcomes comparable with statewide schools.

When comparing the TBCC BA program with peer colleges a couple key findings include:

- Overall enrollment trends for all four colleges are similar.
- TBCC has experienced significantly less faculty turnover than peer colleges.
- TBCC's BA degree has a core curriculum that parallels the peer colleges; however, TBCC's degree is unique with a streamlined, combined degree with core classes and areas of emphasis in accounting and management.

The BA program is vital for students and the Tillamook business community by offering an Associates of Applied Science (AAS) degree and four certificate programs as well as providing the essential coursework for the Associate of Science Oregon Transfer - Business degree. The BA curriculum is periodically reviewed in order meet the emerging expectations and economic changes within today's business environment while maintaining a goal to assist students become competent business professionals.

Important partners for the BA program include dual credit course instructors with two local high schools, and the BA advisory committee, which provides advice and input related to current and future curriculum. The committee members are instrumental in ensuring that the curriculum meets the current needs of business and industry. Members discuss general program content, skills that graduates need, job opportunities, career trends, and strategic planning. With their guidance, new program outcomes were created in the areas of:

- Social Skills: Work effectively and ethically within a diverse business team.
- Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions.

- Information Literacy Skills: Effectively utilize computer applications to identify, find, evaluate, and use information for managerial analysis, presentations, and reports.
- Communication Skills: Communicate effectively, appropriately, and professionally to internal and external stakeholders.

Finally, BA faculty identified both short-term and long-term goals as follows:

- 5.1 Short-term Plans (three year cycle)
  - Write 2021 program review with short and long-term goals.
  - Review and revise CCOGs.
  - Embed career exploration activities per Guided Pathways (GP).
  - Modify curriculum to support the Statewide Associate of Science Transfer (AST) – Business.
  - Explore adding on-ground classes and shifting some of the load to adjuncts; this would allow full-time faculty to teach in person as well as online and may grow FTE.
  - Update to a current version of the Microsoft Office (MS) software.
  - Pilot Hy-Flex Instruction.
- 5.2 Long-term Plans (six year cycle)
  - Strengthen the pipeline of students entering the Tillamook workforce and economy.
  - Build and maintain an Alumni connections network to identify opportunities that will further increase student success and promote the college.
  - Institute a post-graduate survey for alumni regarding which courses were most helpful for job-readiness and work-related skills.

10.0 Vice President of Instruction Program Review Summary Page

I want to start this review with a sincere appreciation and kudos to Tom Atchison who worked tirelessly on this review and incorporated feedback from multiple others along the way. I would also like to thank, and appreciate, Michael Weissenfluh, Masyn Phoenix and Becca Phoenix for their participation in this undertaking. It takes a village!

The Business department has a number of clear strengths as recognized by the FTE and student learning outcomes. It is one of our most successful programs at TBCC. The Business degrees and certificates are available online, the business department is piloting other instructional methods (hybrid, hy-flex) and collaborates with other degrees such as Healthcare to expand its reach in positive ways. The Business department is also highly committed to OER's, best instructional practices and department improvement over time. Their tracking of CLO, PLO and ILO improvement is a model for the entire college.

All of that said, there is still room to grow. I would like to see the Business department continue to engage in Guided Pathways, explore an Entrepreneurship certificate/program, and explore ways to incorporate new technologies in the world of business.

Moving forward, goals include;

SHORT TERM
- Grow dual credit/expanded options courses and work with new faculty as they come on in high schools.
- Review and revise all CCOG's and modify curriculum to align with new classes and transfer degree
- Embed career exploration activities per Guided Pathways
- Update to new Microsoft Office software
- For Guided Pathways, implement career exploration activities within BA 101: Introduction to Business.
- Pilot hy-flex instruction
- For the MTM, decide out to cover the appropriate learning outcomes within our Accounting sequence (BA 211-213).

MID TERM
- Explore Entrepreneurship cert/program
- Begin to consider ways to improve retention and completion

LONG TERM
- Strengthen the pipeline of students entering the Tillamook workforce and economy.
- Build and maintain an Alumni connections network to identify opportunities that will further increase student success and promote the college.
- Institute a post-graduate survey for alumni regarding which courses were most helpful for job-readiness and work-related skills.
- Hold meetings with adjunct to discuss retention and completion data.

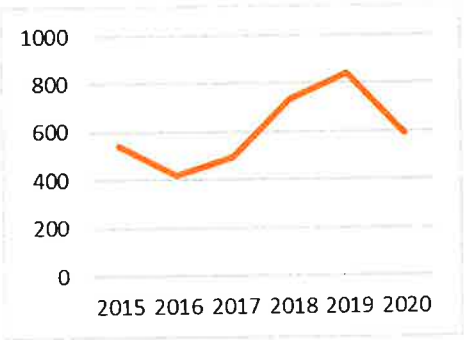
Again, thank you for all you do to make, and continually improve, Tillamook Bay Community College and the community at large. Your work does not go unnoticed.

Appendix A: Academic Years – 2018-2020
2.0 Program Data and Trends Analysis

The tables below summarize the courses that were conducted in this three-year period for the courses in these areas: BA, CAS

2.1.a: Enrollment

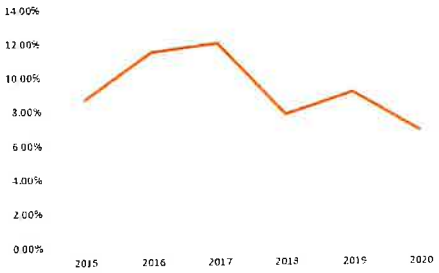
Enrollments	Term				
Year	SU	F	W	SP	Total
2015					543
2016					420
2017					493
2018	106	262	197	169	734
2019	127	259	257	197	840
2020	54	161	175	199	589
Total	287	682	629	565	3619



This table counts the number of enrollments in all the program courses, split out by term and year. 2,163 enrollments from 2018-2020.

2.1.b: Number Program Majors

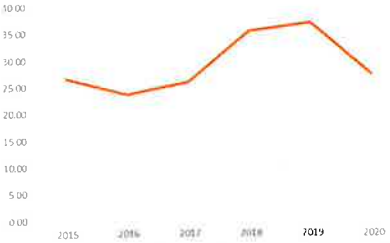
Year	BUADM	OTBU	All Other Majors
2015	22 (8.7%)	NR	232 (91.3%)
2016	25 (11.5%)	NR	193 (88.5%)
2107	24 (12.0%)	NR	177 (88.0%)
2018	31 (7.77%)	17 (4.26%)	351 (87.97%)
2019	38 (9.07%)	22 (5.25%)	359 (85.68%)
2020	28 (6.80%)	18 (4.37%)	366 (88.83%)
Total	194 (10.06%)	57 (2.95%)	1,678 (86.99%)



This table counts the number of students enrolled at TBCC each year, by their major for that year. This count of students is not unduplicated. Each student shows up once in each year they were enrolled.

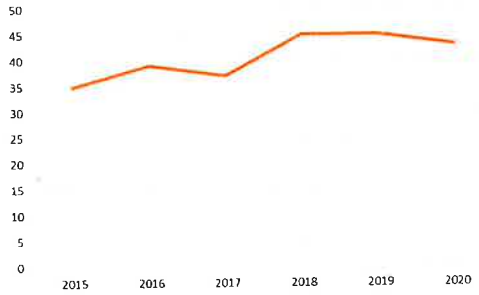
2.1.c: Total FTE

Year	Summer	Fall	Winter	Spring	Grand Total
2015					26.6
2016					23.6
2017					26.0
2018	6.82	12.06	9.30	8.76	35.50
2019	6.84	9.94	11.09	9.06	36.93
2020	3.06	6.75	8.00	9.36	27.18
Total	16.72	28.75	28.38	27.18	177.24



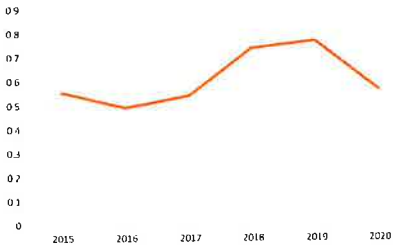
2.1.d: Number Sections Offered

Year	Courses	Total Sections
2015	26	35
2016	30	39
2017	28	37
2018	29	45
2019	26	45
2020	27	43
Grand Total	166	244



2.1.e: FTEF

Year	FTEF:
2015	0.5549
2016	0.4907
2017	0.5424
2018	0.7396
2019	0.7693
2020	0.5662



FTEF – Fulltime Equivalent Faculty – annual FTE earned by the program divided by the full time credit hours expected of faculty each term (for three terms, so 48).

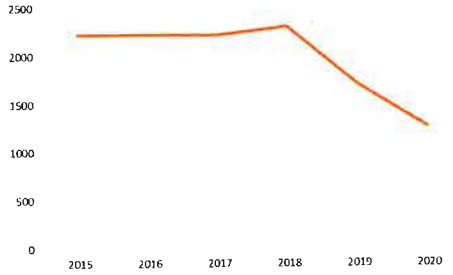
2.1.f: Fill Rate

Ave. of Fill	Term			
Year	Summer	Fall	Winter	Spring
2018	22.40%	53.99%	42.00%	36.48%
2019	32.33%	44.73%	48.73%	37.03%
2020	11.64%	39.00%	31.95%	29.98%

The percentage of seats filled in each section

2.1.g: WSCH/FTEF

Year	Sum of WSCH
2015	2222.5
2016	2225.5
2017	2214.4
2018	2306.0
2019	1712.0
2020	1260.0
Grand Total	11940.4



Weekly Student Contact Hours – The total number of weekly student contact hours for all students in all classes in the program.

2.1.h: % Students Persisting from Fall to Winter

	Persisted		Dropped		Total	
Majors	n	%	n	%	N	%
2018-2020 BUADM	16	72.73%	6	27.27%	22	100.00%
2018-2020 All Other Majors	202	74.26%	70	25.74%	272	100.00%
Grand Total	218	74.15%	76	25.85%	294	100.00%

% Students Retention from Fall to Fall

	Retained		Dropped		Total	
Majors	n	%	n	%	N	%
2015-2017 BUADM	27	38.0%	44	62.0%	71	100.00%
2015-2017 All Other Majors	218	36.2%	384	63.8%	602	100.00%
2018-2020 BUADM	11	50.00%	11	50.00%	22	100.00%
2018-2020 All Other Majors	112	41.18%	160	58.82%	272	100.00%
Grand Total	368	38.06%	599	61.94%	967	100.00%

The table reports the fall to winter persistence (fall to winter term) and retention (fall to fall term) rates for new students at TBCC. This analysis includes all students that begin in the fall term as undergraduate degree-seeking students, and is consistent with the measurement in our strategic plan. The table compares the persistence and retention rates for AAS in Business majors (as reported at admission) with all other majors. This is a different sampling approach than the previous analyses so the totals will not match totals

2.1.i: Average Successful Completion Rate

Total Degrees Earned	**2018**	**2019**	**2020**	**Grand Total**
Accounting Clerk Cert.		3	4	7
Entry-Level Accounting Clerk Certificate		5	3	8
AAS in Business Administration	2	4	7	13
AS Transfer in Business	2	2	2	6
Grand Total	**4**	**14**	**16**	**34**

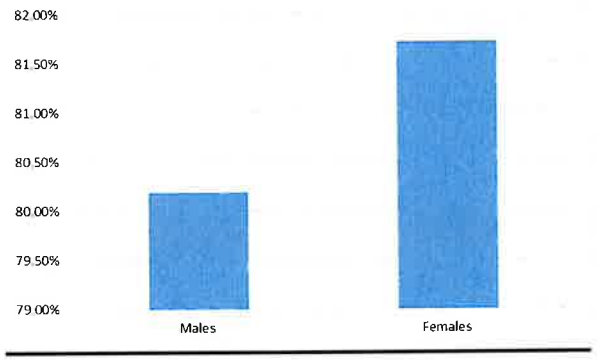
Typically we measure completions using a cohort rate – meaning we track the group of new students to TBCC over 3 years (for full-time students) or 4 years (for part-time students), and then report the percentage that completed a certificate or degree. Because of the lag time, we have completion rater for students who began at the college in 2016, and only for full-time students who began in 2017. The number of Business majors at admission is very small, so the completion rate isn't useful. During this three-year period, 34 degrees were awarded to a total of 20 students.

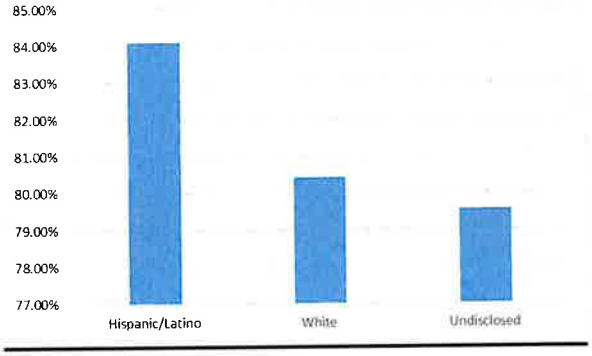
- 5 students earned both certificates and the AAS in Business Administration
- 2 students earned both certificates and the AS Transfer in Business
- 8 students earned only the AAS in Business Administration
- 4 students earned only the AS Transfer in Business
- 1 student earned the Entry-Level Accounting Clerk Certificate (and is still enrolled in Business)

2.3: Student Enrollment and Achievement by Gender and Race/Ethnicity

Group	Number of Students Enrolled	Average Successful Course Completion Rate
Males	636	80.19%
Females	1526	81.72%
Hispanic/Latino	547	84.10%
White	1440	80.42%
Undisclosed	176	79.55%

These data suggest that Hispanic/Latino students pass at a slightly higher rate than other students. The trend for all groups is toward increasing passing rates over the last 3 years.





Appendix B: Advisory-Committee - Job Position Examples

Collected occasionally from local postings in the Headlight Herald and/or from company websites.

CARE: Receptionist

Duties:

- Greeting clients, assisting clients with paperwork, and providing basic services.
- General office tasks such as filing, phones, copying, and correspondence.

Required Qualifications

- Ability to communicate clearly and kindly with a diverse population.
- Strong computer skills.

CARE: Housing Case Manager and Homeless Street Outreach Specialist

The person in this position will act as CARE's case manager for Supportive Services to Veteran Families (SSVF), homeless prevention and permanent housing programs, as well as street outreach to and case management of homeless clients. In order to be successful at this job, a person should be able to be detailed, flexible, compassionate, patient, tolerant, and dependable. This position will require a significant amount of local travel in this person's own car. Mileage reimbursement will be provided. Experience in case management is required and bi-lingual and/or bi-cultural applicants are strongly considered.

Required Qualifications

- Good customer service skills
- Ability to work closely with homeless and low income people
- Computer literate, experience with Microsoft Office software, especially Excel spreadsheets
- Bilingual English and Spanish
- Organization, willingness to pay attention to details, and no fear of paperwork.
- Past case management experience preferred
- Experience working with Veterans preferred

MARIE MILLS: Office Manager/Bookkeeper

Duties:

- Past experience with full charge bookkeeping
- Experienced with QuickBooks accounting and payroll software.
- Responsible for agency benefit administration

TBCC: Executive Assistant to the College President and Board

Under the guidance of the College President, the executive assistant will provide administrative support for the operations of the president's office and the Board of Education, as well as management of projects related to these areas. The Executive Assistant supports the accurate and timely production and distribution of information, prepares meeting logistics, serves in a confidential capacity, contributes to internal and external communications for educational programs and activities and events, and work cross-functionally with departments and faculty, students, the public and other partners in a professional manner to advance the College mission and goals.

Major Areas of Responsibility:

- President's Office Administration
- Board of Education Administration
- Project Management

Required Qualifications

- Minimum of three years' experience in office administration or executive level support
- Previous experience taking and preparing meeting minutes; high level thinking as well as attention to detail
- Previous experience in project and/or event coordination
- Previous experience drafting correspondence and written communications on behalf of others
- Must have experience using technology to support office functions including Microsoft Word, Excel, Outlook, web based tools, and software's
- Previous experience managing and creating electronic and paper filing systems

TCCA: HR Specialist

The HR Labor Specialist is responsible for providing outstanding service and comprehensive support to TCCA employees, with a strong focus in advocacy and a solutions-based approach. In this role you will work with Key Department Managers, and the People and Culture Team within multiple HR functional areas for our company. While the role has a wide range of duties ranging from administrative to support and design of strategic projects and programs. In addition, you will support a large part of EEO, Affirmative Action, and unemployment claims.

Duties:

- Conducts new employee orientations, ensuring all necessary forms and documents are completed and returned. Enters new employee information into HRIS system, working closely with Payroll and Information Technology Services. Sets up all necessary personnel files, answers questions, and schedules follow up as needed.

- Responsible for all On-the-Job training functions and requirements with the State of Oregon, including submitting reports, and reimbursement requests. Coordinates the Work Opportunity Tax Credit and associated documents and filing.
- Strong professional communication skills, including ability to communicate with diplomacy and tact. Solid initiative, self-direction, and high-level problem-solving skills

Required Qualifications

- High School Diploma; Associates Degree preferred
- 2-4 years previous administrative experience and/or experience in an HR role
- Previous experience with giving presentations to small groups
- Proficient with Microsoft Office Suite with emphasis on Word, Excel and Outlook

TCTD: Administrative Assistant

Administrative Assistant is a confidential class position, responsible for a wide range of duties that support the work of the General Manager. These responsibilities include serving as board clerk, coordinating special projects, implementing public outreach event sand social media campaigns, preparing reports for the General Manager, serving as the primary point of contact for receiving and processing public records requests, and properly maintaining the District's records.

Required Qualifications

- High School Diploma; Associates Degree preferred
- 2-4 years previous administrative experience and/or experience in an HR role
- Previous experience with giving presentations to small groups
- Proficient with Microsoft Office Suite with emphasis on Word, Excel and Outlook
- Strong customer service orientation

TCTD: Office Specialist 2 - Health

The work consists of independently performing a full range of standard and non-standard clerical assignments and resolving a variety of non-recurring problems.

Required Qualifications

- Two years of progressively responsible office or clerical experience with six months in health care. Two years of education above the high school level may be substituted for experience
- Skill in the use of various software systems such as word processing, spreadsheets, and databases.
- Able to make independent decisions under general guidelines.
- Able to communicate effectively in oral and written form.
- Able to prioritize own work and serve as a trainer or consultant for lower classified staff.
- Able to courteously meet and deal with other employees, committee members, vendors, consultants, outside agencies, and the public.

TPUD: Engineering Field Representative

An Engineering Field Representative (EFR) is responsible for the design and staking of service extensions, minor system improvements and upgrades, and ordinary replacements. The EFR works closely with customers, contractors, developers and other District personnel to ensure that District facilities are properly installed.

Required Qualifications

- High School Diploma; Associates Degree preferred
- Good computer skills, excellent customer service skills and an ability to portray a positive view of the organization
- Familiarity with construction standards and practices is preferred
- Proficient with Microsoft Office Suite with emphasis on Word, Excel and Outlook
- Ability to read and understand various technical codes, regulations, and standards
- Demonstrated work ethic and team-work skills, professionalism, desire to provide a superior customer care experience
- Efficient and pleasant telephone and verbal communication style, basic math skills, and business writing abilities are required
- Attention to detail and ability to multi-task are essential to this position

Appendix C: Area Employment Projects from OLMIS

Wage Range 2020- Certificate Level

Bookkeeping, Accounting, and Auditing Clerks

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	$13.62	$16.90	$20.75	$25.08	$29.88	$21.31	$44,336
Northwest Oregon	$12.83	$15.15	$18.74	$23.37	$28.12	$19.55	$40,671
Portland Tri-County	$15.76	$18.26	$22.23	$26.20	$30.75	$22.74	$47,305
Portland-Metro	$15.88	$18.27	$22.22	$26.42	$30.89	$22.83	$47,482

Retail Salespersons

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	$12.16	$12.56	$13.94	$16.55	$21.33	$15.80	$32,847
Northwest Oregon	$12.50	$12.60	$13.35	$15.70	$19.83	$14.95	$31,092
Portland Tri-County	---	---	---	$16.49	$21.23	$16.61	$34,552
Portland-Metro	$13.79	$13.87	$14.85	$16.49	$20.88	$16.56	$34,428

Supervisors and Managers of Retail Sales Workers

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	$13.00	$15.89	$19.72	$25.96	$33.35	$22.39	$46,562
Northwest Oregon	$14.29	$16.66	$19.67	$25.02	$30.28	$21.30	$44,293
Portland Tri-County	$13.80	$15.68	$19.80	$26.65	$35.21	$22.85	$47,521
Portland-Metro	$13.80	$15.94	$19.81	$26.60	$35.43	$22.86	$47,551

Billing and Posting Clerks

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	$15.52	$17.44	$20.28	$23.78	$27.61	$20.84	$43,353
Northwest Oregon	$15.69	$17.17	$19.42	$22.86	$26.93	$20.29	$42,199
Portland Tri-County	$16.04	$18.05	$21.17	$24.38	$28.73	$21.60	$44,926
Portland-Metro	$15.93	$18.17	$21.49	$24.62	$29.10	$21.81	$45,358

Occupation Profiles Report - AAS Degree Level

Secretaries and Administrative Assistants, Except Legal, Medical, & Executive (436014)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	29,558	27,347	-7.5%	-221	3,185	2,964
Northwest Oregon	1,489	1,357	-8.9%	-13	159	146
Portland Tri-County	14,297	13,423	-6.1%	-87	1,551	1,464

Tax Preparers (132082)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	1,341	1,480	10.4%	14	160	174
Northwest Oregon	51	56	9.8%	0	6	6
Portland Tri-County	610	685	12.3%	8	74	82

Supervisors and Managers of Office and Administrative Support Workers (431011)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,639	14,857	1.5%	22	1,545	1,567

Accountants and Auditors (132011)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	13,221	14,648	10.8%	143	1,299	1,442
Northwest Oregon	485	527	8.7%	4	47	51
Portland Tri-County	7,898	8,928	13.0%	103	784	887

Lodging Managers (119081)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	1,005	1,132	12.6%	13	110	123
Northwest Oregon	147	164	11.6%	2	16	18
Portland Tri-County	317	366	15.5%	5	35	40

Supervisors and Managers of Retail Sales Workers (411011)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	21,865	22,641	3.5%	78	2,447	2,525
Northwest Oregon	1,424	1,451	1.9%	3	158	161
Portland Tri-County	9,741	10,210	4.8%	47	1,097	1,144

General and Operations Managers (111021)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	33,773	37,526	11.1%	375	3,096	3,471
Northwest Oregon	1,528	1,645	7.7%	12	138	150
Portland Tri-County	18,242	20,782	13.9%	254	1,695	1,949

Loan Officers (132072)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	4,346	4,599	5.8%	25	374	399
Northwest Oregon	126	141	11.9%	2	11	13
Portland Tri-County	2,634	2,863	8.7%	23	230	253

Human Resources Assistants, Except Payroll and Timekeeping (434161)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	1,340	1,337	-0.2%	0	152	152
Northwest Oregon	45	44	-2.2%	0	5	5
Portland Tri-County	757	766	1.2%	1	86	87

Payroll and Timekeeping Clerks (433051)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	2,159	2,155	-0.2%	0	237	237
Northwest Oregon	64	64	0.0%	0	7	7
Portland Tri-County	989	993	0.4%	0	109	109

Administrative Services Managers (113011)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	4,034	4,437	10.0%	40	353	393
Northwest Oregon	186	195	4.8%	1	16	17
Portland Tri-County	2,071	2,322	12.1%	25	183	208

Occupation Profiles Report - BACHELOR Degree Level

Human Resources Specialists (131071)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	6,813	7,416	8.9%	60	714	774
Northwest Oregon	237	243	2.5%	1	24	25
Portland Tri-County	4,304	4,773	10.9%	47	455	502

Accountants and Auditors (132011)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	13,221	14,648	10.8%	143	1,299	1,442
Northwest Oregon	485	527	8.7%	4	47	51
Portland Tri-County	7,898	8,928	13.0%	103	784	887

Public Relations Specialists (273031)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	3,207	3,483	8.6%	28	348	376
Northwest Oregon	178	188	5.6%	1	19	20
Portland Tri-County	2,158	2,391	10.8%	23	236	259

Financial Managers (113031)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	7,916	9,551	20.7%	164	673	837
Northwest Oregon	239	284	18.8%	4	20	24
Portland Tri-County	5,037	6,196	23.0%	116	433	549

General and Operations Managers (111021)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	33,773	37,526	11.1%	375	3,096	3,471
Northwest Oregon	1,528	1,645	7.7%	12	138	150
Portland Tri-County	18,242	20,782	13.9%	254	1,695	1,949

Marketing Managers (112021)

Area	2019 Employment	2029 Employment	% Change	Annual Change Openings	Annual Replacement Openings	Total Annual Openings
Oregon	4,844	5,516	13.9%	67	460	527
Northwest Oregon	54	55	1.9%	0	5	5
Portland Tri-County	3,802	4,463	17.4%	66	367	433

Appendix D: Program and Certificate Outcomes

AAS Program Outcomes

Students who successfully complete the AAS in Business Administration degree will develop skills and knowledge appropriate for entry level bookkeeping and accounting positions.

Upon successful completion of this AAS in Business Administration degree, students will be able to:

1. **Social Skills**: Work effectively and ethically within a diverse business team
2. **Thinking Skills**: Apply analytical and critical thinking to evaluate information, solve problems and make decisions
3. **Communication Skills**: Communicate effectively, appropriately, and professionally to internal and external stakeholders.
4. **Information Literacy Skills**: Effectively utilize computer applications to identify, find, evaluate, and use information for managerial analysis, presentations, and reports.

Accounting Clerk Certificate (1 Year)

Students who successfully complete this certificate will be able to:

1. Apply methods within in the accounting cycle, evaluate information, and make decisions based on accounting records, payroll procedures, and financial statements.
2. Communicate effectively with employees and diverse business teams.
3. Use computer applications for accounting procedures, managerial analysis, and presentations.

Office Supervision (1-Year)

Students who successfully complete this certificate will be able to:

1. Apply analytical thinking and problem-solving strategies to make managerial decisions.
2. Communicate effectively with employees and diverse business teams.
3. Use computer applications for accounting procedures, managerial analysis and presentations.

Entry-Level Accounting Clerk Certificate (< 1-Year)

Students who successfully complete this certificate will be able to:

1. Communicate effectively using standard accounting terminology.
2. Apply accounting procedures and practices using computer software.

Basic Computer Literacy Certificate (< 1-Year)

Students who successfully complete this certificate will be able to:

1. Practice essential computer literacy tasks and demonstrate proper use of computer hardware.
2. Prepare business documents using Microsoft Office Word, Excel, and PowerPoint.

Appendix E: Student Satisfaction Survey (2018-2020)

1 Gender

Female	9	60%
Male	6	40%
Chose not to answer		
Total	15	

2 Age Range

Under 18		
18-24	6	40%
25-34	3	20%
35-44	2	13%
45-54	4	27%
55-64		
Over 65		
Total	15	

3 How many hours per week do you work?

Not Currently Working in a paid position	1	7%
Less than 10 hours per week		
Between 11 to 20 hours per week	5	33%
More than 21 hours per week	9	60%
Total	15	

4 Current Credits Enrolled

Less than 5	3	20%
Between 5-11	5	33%
Between 12-15	6	40%
More than 16	1	7%
Total	15	

5 How much of your degree is currently complete?

Less than 25%		
26% to 50%	4	27%
51% to 75%	7	47%
More than 75%	4	27%
Total	15	

6 Which most closely describes your present educational situation/goals

2 year A.S. degree in Accounting	7	47%
2 year A.S. degree in Management	6	40%
Earn one year certificate		
Earn degree & transfer to 4-year	2	13%
Take Prereq. & transfer to four year college		
Total	15	

7 How satisfied are you with the overall quality of instruction provided by the TBCC business department

Very Satisfied	6	40%
Satisfied	7	47%
Neutral	2	13%
Dissatisfied		
Very Dissatisfied		
Total	15	

Appendix F: Summary of BA & CAS Student Assessments

	Advanced	Competent	Developing	Emerging
2018-2019				
CLOs	**24.3%**	**56.4%**	**19.0%**	**0.3%**
PLOs	**20.3%**	**60.4%**	**19.0%**	**0.3%**
ILOs	**13.2%**	**67.1%**	**19.6%**	**0.1%**
CLO Achievement	80.7%			
PLO Achievement	80.7%			
ILO Achievement	80.3%			

Achievement = Advanced or Competent

2019-2020				
CLOs	**21.5%**	**61.7%**	**13.5%**	**3.2%**
PLOs	**13.4%**	**63.7%**	**18.8%**	**4.0%**
ILOs	**9.1%**	**67.5%**	**19.4%**	**3.9%**
CLO Achievement	83.2%			
PLO Achievement	77.2%			
ILO Achievement	76.6%			

Achievement = Advanced or Competent

Appendix G: Business Administration Budget

		Budget Amount	
Account	**Description**	**Original**	**Modified**
1000-240-5050-00	Instructional Salaries - Regular	$163,796.00	$163,796.00
1000-240-5060-00	Instructional Salaries - Adjunct	$16,524.00	$16,524.00
1000-240-5070-00	Hourly Wages	$600.00	$600.00
1000-240-5080-00	Other Payroll Expenses	$45.00	$45.00
1000-240-5081-00	Insurance Benefits	$32,757.00	$32,757.00
1000-240-5082-00	Workers' Comp Insurance	$778.00	$778.00
1000-240-5083-00	FICA	$13,840.00	$13,840.00
1000-240-5084-00	PERS Contributions	$34,868.00	$34,868.00
1000-240-5085-00	Unemployment Insurance	$2,352.00	$2,352.00
	Personal Services Total	***$265,560.00***	***$265,560.00***
1000-240-6010-00	Supplies	$200.00	$200.00
1000-240-6012-00	Textbooks	$250.00	$250.00
1000-240-6020-00	Travel and Meetings	$1,750.00	$1,750.00
1000-240-6060-00	Membership Dues	$200.00	$200.00
	Materials & Services Total	***$2,400.00***	***$2,400.00***
Total CTE - Business Administration		**$267,960.00**	**$267,960.00**

ASTBCC Report

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION …… President Ayala

ASTBCC President Selena Ayala will update the board on ASTBCC activities and plans for Winter term.

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Financial Report

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATION ……..……...……..…AVP Williams

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

Agenda Item 5.D. Attachment #1

Tillamook Bay Community College
Unaudited Summary Financial Information
General Fund
Fiscal Year-to-Date Ended December 2021
50.00% of fiscal year elapsed

	FY 2020-2021			FY 2021-2022		
	Annual Budget	12/31/20 Actual	Percentage of Budget	Annual Budget	12/31/21 Actual	Percentage of Budget
Resources						
Beginning Fund Balance	$ 1,600,000	$ 1,840,987.35	115.06%	$ 1,600,000	$ 1,824,498.87	114.03%
State	$ 2,419,566	$ 1,236,913.91	51.12%	$ 2,784,406	$ 1,459,728.06	52.43%
Property Taxes	$ 1,402,498	$ 1,236,029.71	88.13%	$ 1,410,834	$ 1,309,534.90	92.82%
Local Contracts	$ 74,000	$ 9,600.00	0.00%	$ 40,640	$ 44,285.04	108.97%
Tuition	$ 942,100	$ 407,158.94	43.22%	$ 942,100	$ 332,746.26	35.32%
Fees	$ 231,377	$ 110,379.00	47.71%	$ 225,077	$ 78,608.00	34.92%
Sale of Goods	$ 4,500	$ 2,824.21	62.76%	$ 5,000	$ 2,072.50	41.45%
Interest	$ 115,000	$ 25,370.49	22.06%	$ 50,000	$ 14,359.25	28.72%
Rental	$ 18,000	$ 5,000.00	27.78%	$ 18,000	$ 5,505.00	30.58%
Miscellaneous	$ 30,000	$ 12,929.94	43.10%	$ 30,000	$ 21,162.09	70.54%
Transfers	$ 412,816	$ 27,845.02	6.75%	$ 580,683	$ 36,633.92	6.31%
Total resources	$ 7,249,857	$ 4,915,038.57	67.79%	$ 7,686,740	$ 5,129,133.89	66.73%
Expenditures						
Instruction	$ 2,092,856	$ 930,194.35	44.45%	$ 2,255,758	$ 868,939.51	38.52%
Instructional Support	$ 679,872	$ 305,265.06	44.90%	$ 724,461	$ 335,158.98	46.26%
Student Services	$ 608,847	$ 268,074.88	44.03%	$ 629,173	$ 268,687.52	42.70%
College Support	$ 1,824,031	$ 834,946.50	45.77%	$ 2,073,977	$ 957,288.56	46.16%
Plant Operation	$ 383,607	$ 144,830.02	37.75%	$ 378,180	$ 168,097.80	44.45%
Transfers	$ 293,000	$ 84,689.11	28.90%	$ 298,000	$ 85,579.28	28.72%
Contingency	$ 167,644	$ -	0.00%	$ 127,191	$ -	0.00%
Total expenditures	$ 6,049,857	$ 2,567,999.92	42.45%	$ 6,486,740	$ 2,683,751.65	41.37%
Ending fund balance	$ 1,200,000	$ 2,347,038.65	195.59%	$ 1,200,000	$ 2,445,382.24	203.78%

Agenda Item 5.D. Attachment #2
Tillamook Bay Community College
Unaudited Summary Financial Information (Modified Accrual Basis)
Fiscal Year-to-Date Ended December 2021

	Fund No.	Beginning Fund Balance	2021-2022 Revenue	2021-2022 Expenditures	Ending Fund Balance	2021-2022 Spendable Budget	2020-2021 Prior Year Expenditures 12/31/2020
Nursing Program Agreement	2010	$ -	$ -	$ -	$ -	$ 49,000	$ -
Tillamook Works	2030	$ 11,523.42	$ 26,240.06	$ 29,635.73	$ 8,127.75	$ 77,113	$ 37,362.46
Tillamook Works Intern	2031	$ -	$ 889.18	$ 1,918.74	$ (1,029.56)	$ -	$ -
Title III Grant	2200	$ -	$ -	$ 2,745.00	$ (2,745.00)	$ -	$ -
Pathways Grant	2250	$ -	$ -	$ 11,212.06	$ (11,212.06)	$ 29,707	$ 17,871.48
Industrial Maintenance Tech	2260	$ 19,314.25	$ 12,500.00	$ 5,006.07	$ 26,808.18	$ 32,679	$ 44,561.70
SBDC Federal Grant	2300	$ -	$ 19,977.45	$ 19,977.45	$ -	$ 33,000	$ 16,500.00
SBDC State Grant	2310	$ -	$ 37,500.00	$ 37,500.00	$ -	$ 72,000	$ 29,404.05
SBDC Program Income	2320	$ 135,436.91	$ 6,305.00	$ 42,113.25	$ 99,628.66	$ 115,438	$ -
SBDC - NOW Grant	2321	$ -	$ 8,400.00	$ -	$ 8,400.00	$ -	$ -
SBDC Rural Outreach Grant	2330	$ -	$ -	$ -	$ -	$ 10,000	$ 5,813.98
SBDC CARES Act	2331	$ -	$ -	$ -	$ -	$ -	$ 17,044.66
EDC Contract	2350	$ -	$ 50,649.27	$ 76,984.32	$ (26,335.05)	$ 161,356	$ 74,980.15
TEC Vocational Education Grant	2400	$ -	$ -	$ 2,846.41	$ (2,846.41)	$ 66,000	$ 25,927.24
Food Pantry	2480	$ 1,153.43	$ -	$ 289.04	$ 864.39	$ 1,000	$ 701.04
ASPIRE Program	2540	$ 3,444.32	$ -	$ -	$ 3,444.32	$ 3,000	$ -
Benefits Navigator Grant	2551	$ -	$ 23,436.88	$ 23,436.88	$ -	$ -	$ -
Student Success Grant	2560	$ -	$ 28,934.19	$ 28,934.19	$ -	$ 70,000	$ 35,051.11
STEP Grant	2580	$ 29,601.32	$ 34,357.72	$ 34,564.81	$ 29,394.23	$ 43,700	$ 23,839.60
STEP 100% Grant	2581	$ 3,073.76	$ 15,000.00	$ 6,388.10	$ 11,685.66	$ -	$ -
Pathways to Opportunity	2590	$ -	$ -	$ 95.00	$ (95.00)	$ 18,750	$ 16,562.39
ONWIB Student Success Coach	2595	$ -	$ -	$ -	$ -	$ 36,281	$ -
Guided Pathways Implementation	2610	$ 20,810.45	$ -	$ 470.48	$ 20,339.97	$ 18,000	$ -
CARES Act Institutional - Section 1	2701	$ -	$ 193,982.83	$ 262,406.67	$ (68,423.84)	$ -	$ 56,714.62
CARES Act Institutional - Section 2	2702	$ -	$ 15,950.00	$ 15,950.00	$ -	$ -	$ 8,106.08
CARES Act Institutional - Section 3	2703	$ -	$ 1,372.55	$ 1,372.55	$ -	$ -	$ 11,973.04
GEER Institutional Grant	2704	$ -	$ 10,606.35	$ 10,606.35	$ -	$ -	$ -
Partners for Rural Innovation Operations	2890	$ 11,218.58	$ 11,581.02	$ 21,250.48	$ 1,549.12	$ 39,800	$ 18,688.01
Capital Depreciation & Maintenance Fund	2900	$ 938,888.81	$ 2,335.67	$ -	$ 941,224.48	$ 35,000	$ -
Timber Tax Reserve Fund	2910	$ 3,849,400.84	$ 108,943.96	$ -	$ 3,958,344.80	$ 728,568	$ -
PRI Capital Maintenance Fund	2920	$ 81,359.57	$ 202.39	$ -	$ 81,561.96	$ 20,000	$ -
Strategic Investment Fund	2950	$ 1,243,831.09	$ 3,114.45	$ -	$ 1,246,945.54	$ 300,000	$ -
Total Special Fund		$ 6,349,056.75	$ 612,278.97	$ 635,703.58	$ 6,325,632.14	$ 1,960,392	$ 441,101.61

Schedule of Special Fund borrowing from General Fund	Ending Fund Balance	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 12/31/2021
Total of Grants that borrow from the General Fund	$ (112,591.92)	$ 85,994.49	$ -	$ (198,586.41)
Total of Grants & Reserves that are not borrowing from the General Fund	$ 6,438,224.06	$ 18,694.24	$ -	$ 6,419,529.82
Total Special Fund	$ 6,325,632.14	$ 104,688.73	$ -	$ 6,220,943.41

	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	$ 2,587.63	$ 9,950.20	$ 13,769	$ 4,595.63
TBCC Store	3200	$ 12,338.70	$ 556.84	$ 35.45	$ 12,860.09	$ 5,550	$ 220.55
Customized Training Projects	3300	$ 16,503.04	$ -	$ 1,095.98	$ 15,407.06	$ 18,295	$ 300.00
Truck Driving Program	3310	$ 39,144.77	$ 72,609.17	$ 111,653.38	$ 100.56	$ 153,251	$ 37,424.79
Truck Driving Simulator	3320	$ (12,252.88)	$ 1,259.18	$ 1,978.29	$ (12,971.99)	$ 23,935	$ 17,138.41
TBCC Vending	3400	$ 6,751.39	$ 1,388.36	$ 916.59	$ 7,223.16	$ 7,300	$ 397.21
Total Enterprise Fund		$ 73,071.85	$ 77,764.55	$ 118,267.32	$ 32,569.08	222,100	$ 60,076.59
PERS Pension Bond Fund	4100	$ 29,121.04	$ 83,502.85	$ 26,358.88	$ 86,265.01	$ 171,118	$ 28,895.15
General Obligation Bond Fund	4200	$ 30,505.23	$ 626,754.54	$ 39,201.96	$ 618,057.81	$ 763,325	$ 44,752.63
Total Debt Service Fund		$ 59,626.27	$ 710,257.39	$ 65,560.84	$ 704,322.82	$ 934,443	$ 73,647.78
Local Match Fund	5250	$ 175,920.62	$ 437.63	$ -	$ 176,358.25	$ 53,291	$ 56,000.00
Grant Construction Fund	5550	$ (175,008.57)	$ 30,000.00	$ -	$ (145,008.57)	$ -	$ -
Center for Industrial Technology Fund	5551	$ -	$ -	$ -	$ -	$ -	$ 523,492.00
Total Capital Projects Fund		$ 912.05	$ 30,437.63	$ -	$ 31,349.68	$ 53,291	$ 579,492.00
Associated Students of TBCC	7100	$ 6,670.97	$ 1,934.40	$ 1,042.06	$ 7,563.31	$ 9,481	$ 930.11
Phi Theta Kappa Honorary Society Fund	7200	$ 1,009.82	$ 340.00	$ 473.53	$ 876.29	$ 3,725	$ 1,774.21
Total Agency Fund		$ 7,680.79	$ 2,274.40	$ 1,515.59	$ 8,439.60	$ 13,206	$ 2,704.32
PELL Grant	8010	$ -	$ 186,019.00	$ 186,019.00	$ -	$ 751,150	$ 255,437.00
Supplemental Education Opportunity Grant	8020	$ -	$ 4,035.15	$ 4,035.15	$ -	$ 17,625	$ 4,200.00
CARES Act for Students	8090	$ -	$ -	$ -	$ -	$ 150,000	$ 72,272.00
GEER funds for Students	8091	$ -	$ -	$ -	$ -	$ -	$ 20,515.00
CARES Act Inst for Students	8092	$ -	$ -	$ -	$ -	$ -	$ -
CRRSA Act for Students	8093	$ -	$ 217,622.00	$ 217,622.00	$ -	$ -	$ -
HEERF III Institutional Grants for Students	8094	$ -	$ 30,564.00	$ 30,564.00	$ -	$ -	$ -
Direct Loans	8100	$ -	$ 18,972.00	$ 18,972.00	$ -	$ 350,000	$ 31,627.00
Federal Work Study	8190	$ -	$ 376.22	$ 961.78	$ (585.56)	$ 16,944	$ 3,191.93
Oregon Opportunity Grant	8210	$ -	$ 116,500.00	$ 63,431.00	$ 53,069.00	$ 250,000	$ 81,025.00
Chafee Grant	8220	$ -	$ 3,334.00	$ 1,667.00	$ 1,667.00	$ 15,000	$ -
Oregon Promise Grant	8230	$ -	$ 48,100.00	$ 26,484.00	$ 21,616.00	$ 90,000	$ 26,519.00
State CARES Support	8231	$ -	$ 1,667.00	$ 1,667.00	$ -	$ -	$ -
Tuition Waivers	8310	$ 10,000.00	$ -	$ 1,716.00	$ 8,284.00	$ 10,000	$ 70,423.00
Board Scholarships	8320	$ 39,599.62	$ -	$ 44,995.70	$ (5,396.08)	$ 170,000	$ 61,568.00
Institutional Work Study	8330	$ 42,359.85	$ -	$ 102.40	$ 42,257.45	$ 10,072	$ 99.70
Foundation Scholarships	8340	$ -	$ 35,555.77	$ 35,993.77	$ (438.00)	$ 85,000	$ 34,384.94
Non-Institutional Scholarships	8400	$ 420.00	$ 23,774.00	$ 10,576.24	$ 13,617.76	$ 53,328	$ 21,645.55
Total Financial Aid Fund		$ 92,379.47	$ 686,519.14	$ 644,807.04	$ 134,091.57	$ 1,969,119	$ 682,908.12

Agenda Item 5.D. - Attachment #3

Tillamook Bay Community College
Summary Financial Information - Cash Status
Preliminary for Fiscal Year-to-Date Ended December 2021
50.00% 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	$ 1,824,499	114.03%	$ 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	$ 1,459,728	52.43%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Grants and Contracts	$ 40,640	$ 44,285	0.00%	$ 664,207	$ 487,962	73.47%	$ 13,093	$ -	0.00%	$ -	$ -	0.00%
Tuition and Fees	$ 1,167,177	$ 411,354	35.24%	$ 40,150	$ 6,155	15.33%	$ 169,856	$ 66,138	38.94%	$ -	$ -	0.00%
Local Taxes	$ 1,410,834	$ 1,309,535	92.82%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ 728,100	$ 626,253	86.01%
Timber	$ -	$ -	0.00%	$ 768,274	$ 108,944	14.18%	$ -	$ -	0.00%	$ -	$ -	0.00%
Sale of Goods	$ 5,000	$ 2,073	41.46%	$ -	$ -	0.00%	$ 6,000	$ 1,058	17.63%	$ -	$ -	0.00%
Interest	$ 50,000	$ 14,359	28.72%	$ 20,450	$ 5,653	27.64%	$ -	$ -	0.00%	$ 3,225	$ 504	15.63%
Rental	$ 18,000	$ 5,505	30.58%	$ 8,000	$ 3,415	42.69%	$ -	$ -	0.00%	$ -	$ -	0.00%
Miscellaneous	$ 30,000	$ 21,162	70.54%	$ 84,700	$ 150	0.18%	$ 28,009	$ 9,162	32.71%	$ -	$ -	0.00%
Transfers	$ 580,683	$ 36,634	6.31%	$ 53,291	$ -	0.00%	$ -	$ 1,407	0.00%	$ 160,000	$ 83,500	52.19%
Total Revenues	$ 6,086,740	$ 3,304,635	54.29%	$ 1,639,072	$ 612,279	37.36%	$ 216,958	$ 77,765	35.84%	$ 891,325	$ 710,257	79.69%
Expenditures												
Salaries and Wages	$ 4,831,360	$ 2,050,513	42.44%	$ 515,634	$ 306,639	59.47%	$ 124,892	$ 43,911	35.16%	$ -	$ -	0.00%
Operating Expenditures	$ 1,210,189	$ 547,660	45.25%	$ 325,194	$ 143,515	44.13%	$ 84,419	$ 24,392	28.89%	$ 1,600	$ 1,600	100.00%
Capital Outlay	$ 20,000	$ -	0.00%	$ 15,000	$ 149,327	995.51%	$ -	$ 48,500	0.00%	$ -	$ -	0.00%
Debt Service	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ 932,843	$ 63,961	6.86%
Transfers	$ 298,000	$ 85,579	28.72%	$ 573,564	$ 36,223	6.32%	$ 4,589	$ 1,464	31.90%	$ -	$ -	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	$ 2,683,752	41.37%	$ 7,797,249	$ 635,704	8.15%	$ 222,100	$ 118,267	53.25%	$ 934,443	$ 65,561	7.02%
Ending Fund Balance	$ 1,200,000	$ 2,445,382		$ 86,731	$ 6,325,632		$ 49,894	$ 32,570		$ 16,882	$ 704,322	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		$ 215,898			$ 104,689			$ 6,500			$ 25,859	
Inventories		$ 497			$ -			$ -			$ -	
NET EFFECT ON CASH		$ (216,395)			$ (104,689)			$ (6,500)			$ (25,859)	
Liabilities												
Accounts Payable		$ 34,634			$ -			$ -			$ -	
Unearned Revenue (Note 2)		$ 51,449			$ -			$ -			$ 25,859	
Payroll		$ 202,767			$ -			$ -			$ -	
NET EFFECT ON CASH		$ 288,850			$ -			$ -			$ 25,859	
NET ADJUSTMENTS		$ 72,455			$ (104,689)			$ (6,500)			$ -	
ENDING CASH BALANCE		$ 2,517,837			$ 6,220,943			$ 26,070			$ 704,322	

Agenda Item 5.D. - Attachment #3

Tillamook Bay Community College
Summary Financial Information - Cash Status
Preliminary for Fiscal Year-to-Date Ended December 202
50.00% 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	$ 627,188	38.39%
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	$ 438	21.90%	$ -	$ -	0.00%	$ -	$ -	0.00%
Rental	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Miscellaneous	$ 50,000	$ 30,000	0.00%	$ 3,025	$ 340	11.24%	$ 135,000	$ 59,330	43.95%
Transfers	$ -	$ -	0.00%	$ 8,000	$ 1,934	24.18%	$ 130,000	$ 1	0.00%
Total Revenues	$ 52,000	$ 30,438	58.53%	$ 11,025	$ 2,274	20.63%	$ 1,898,750	$ 686,519	36.16%
Expenditures									
Salaries and Wages	$ -	$ -	0.00%	$ 6,266	$ -	0.00%	$ 26,341	$ 1,046	3.97%
Operating Expenditures	$ -	$ -	0.00%	$ 6,940	$ 1,516	21.84%	$ 1,940,248	$ 643,551	33.17%
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	$ 210	0.00%
Other budgetary accounts (Note 1)	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Total expenditures	$ 53,291	$ -	0.00%	$ 13,206	$ 1,516	11.48%	$ 1,969,119	$ 644,807	32.75%
Ending Fund Balance	$ -	$ 31,350		$ 519	$ 8,439		$ 55,459	$ 134,091	
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		$ 31,350			$ 8,439			$ 134,091	

$ 9,643,052

Cell: A33
Comment: Note 1. Contingency in the General Fund and Enterprise Fund and Reserves in Special Fund.

Cell: A47
Comment: Note 2. Assessed but unreceived property taxes and deferred tuition and fees when applicable.

President's Report

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATION ……..…….....…President Tomlin

Upcoming Dates:

- The next Board meeting is Monday, March 7 at 5:00 pm on Zoom.

Updates:

- Board appreciation and student notes
- Staff openings
- Meeting with NWCCU Board of Commissioners
- OPC/OCCA Board meeting update
- Bond Campaign update

STATE OF OREGON

PROCLAMATION

OFFICE OF THE GOVERNOR

WHEREAS: Oregonians rely on a robust public education system to ensure a prosperous quality of life and strong economic health for Oregon; and

WHEREAS: Locally elected boards fulfill leadership roles and serve as an important conduit through which teachers, parents, businesses, and communities demonstrate the care, creativity, and support that lead to student achievement; and

WHEREAS: Public schools nurture and train diverse student populations to the best of their ability, whatever the resources, to give students the knowledge, skills, and opportunities they need to succeed; and

WHEREAS: Board members build the framework that makes it possible for education organizations to teach Oregon's children; and

WHEREAS: The committed individuals who serve on the boards of Oregon's 197 school districts, 19 education service districts, and 17 community colleges deserve recognition and thanks for their dedication to the educational needs of the people of Oregon.

NOW, THEREFORE: I, Kate Brown, Governor of the State of Oregon, hereby proclaim **January 2022** to be

SCHOOL BOARD RECOGNITION MONTH

in Oregon and encourage all Oregonians to join in this observance.

IN WITNESS WHEREOF, I hereunto set my hand and cause the Great Seal of the State of Oregon to be affixed. Done at the Capitol in the City of Salem in the State of Oregon on this day, October 14, 2021.

Kate Brown

Kate Brown, Governor

Shemia Fagan, Secretary of State

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

Executive Session

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATION…….. (Action) Chair Gervasi MOVE TO THE EXECUTIVE SESSION OF THE MEETING.

Pursuant to O.R.S. § 192.660 (2)(i) legal notice is hereby given to the members of the Tillamook Bay Community College Board of Education (Board) and to the general public that the Board has elected to go into Executive Session for the purpose of discussing Real Property issues on Monday, February 7 2022 at 7:00pm in a virtual format.