



Board of Education Meeting Agenda

Date: Monday, January 12, 2026

TBCC Board Meeting Rooms 214/215 Hybrid 5:00pm –7:00pm

Item	Description	Resource
1. Call to Order • Acknowledge Guests		Chair Bell
2. Consent Agenda	a. Approval of Agenda b. Approval of December 8, 2025, Meeting Minutes	(Action) Chair Bell
3. Invitation for Public Comment	<i>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 will call on people who indicate they want to provide public comment. They will have up to 3 minutes to speak. If a speaker has further comments, they can provide those in writing and the comments will be shared with all board members.</i>	Chair Bell
4. New Business and/or focused policy discussions	a. Board Recognition Month b. Audit Report	President Jarrell (ACTION) Interim CFO Soules
5. Information-Only Items (Board members may request any item be placed on the discussion agenda)	a. Program Review: Advising and Engagement b. ASTBCC Report c. Construction Report d. Financial Report e. President's Report	Director McKeehan ASTBCC President Exec Director J. Lawrence Interim CFO Soules President Jarrell
6. Board Member Discussion Items		Chair Bell
7. Adjournment		(Action) Chair Bell

Per Oregon HB 2560 and HB 2459, all TBCC Board meetings are open for remote public participation via Zoom and are recorded for the purpose of transcribing minutes.

Call to Order

RECOMMENDATION

CALL THE BOARD MEETING TO ORDER & ACKNOWLEDGE GUESTS

BACKGROUND INFORMATION.....Chair Bell

Approval of the Consent Agenda

RECOMMENDATION

ACTION ITEM

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

Items for approval:

- a. Approval of Agenda for the January meeting
- b. Approval of December 8, 2025 Meeting Minutes

Approval of the Agenda

RECOMMENDATION

MOTION TO APPROVE THE AGENDA FOR THE JANUARY MEETING

Board of Education Meeting Agenda

Date: Monday, January 12, 2026

IBCC Board Meeting Rooms 214/215 Hybrid 5:00pm –7:00pm

<u>Item</u>	<u>Description</u>	<u>Resource</u>
1.	Call to Order • Acknowledge Guests -----	Chair Bell
2.	Consent Agenda -----	(Action) Chair Bell
	a. Approval of Agenda	
	b. Approval of December 8, 2025, Meeting Minutes	
3.	Invitation for Public Comment -----	Chair Bell
	<i>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 will call on people who indicate they want to provide public comment. They will have up to 3 minutes to speak. If a speaker has further comments, they can provide those in writing and the comments will be shared with all board members.</i>	
4.	New Business and/or focused policy discussions	
	a. Board Recognition Month	President Jarrell
	b. Audit Report	(ACTION) Interim CFO Soules
	c.	
5.	Information-Only Items (Board members may request any item be placed on the discussion agenda)	
	a. Program Review: Advising and Engagement	Director McKeehan
	b. ASTBCC Report	ASTBCC President
	c. Construction Report	Exec Director J. Lawrence
	d. Financial Report	Interim CFO Soules
	e. President's Report	President Jarrell
6.	Board Member Discussion Items -----	Chair Bell
7.	Adjournment -----	(Action) Chair Bell

December 8, 2025, Board of Education Meeting Minutes

Monday, December 8, 2025 at 5:00 PM
Tillamook Bay Community College - Rooms 214/215

1. Call to Order | Acknowledge Guests
Chair Bell called the meeting to order at 5:03pm.
2. Consent Agenda
Chair Bell (Action)
 - 2.1 Approval of Agenda
 - 2.2 Approval of November 10, 2025 Meeting Minutes
 - 2.3 Personnel Report - Senior Manager Poklikuha
The Personnel Report was included in the packet. HR Manager Poklikuha shared with the board that due to the recent budget considerations the college will be entering into a hiring freeze for the time being. The search for a Vice President of Office of Instruction has been discontinued. Michael Weissenfluh has agreed to stay on as the Interim Vice President of Office of Instruction for the foreseeable future.
Motion to approve Consent Agenda
Moved by: Betsy McMahon
Seconded by: Mary Jones

Yes Mary Faith Bell, Mary Jones, Betsy McMahon, Suzanne Weber, Marilyn Roosinck, Pat Ryan, and Romy Carver
Carried 7-0

3. Invitation for Public Comment

Chair Bell

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 will call on people who indicate they want to provide public comment. They will have up to 3 minutes to speak. If a speaker has further comments, they can provide those in writing and the comments will be shared with all board members.

4. New Business

4.1 Biannual HB2864 Report: College Equity Activities- Director McCarley

Director McCarley gave the report that is mandated to report to boards every 2 years. She began the report with PowerPoint and walked through the elements of the report. Director McCarley provided an overview of recent community engagement initiatives, including a coat and boot drive for the homeless, a Pride party, Hispanic Heritage celebration, and Welcome Week food bags. She highlighted the success of these events and the collaboration with various teams

4.2 Update Strategic Plan- Director McCarley

The updated Strategic Plan was included in the board packet. Director McCarley introduced a Strategic Plan Update, emphasizing the integration of Rural Guided Pathways initiatives with existing work. She explained that the leadership team had reviewed and aligned these efforts to avoid duplicating work. The report focused on two main initiatives: becoming a career-centered college and evolving foundational learning pathways. Rhoda explained that becoming career-centered involves creating "learning and earning ladders" for students, with research and development underway to recommend a career center by spring. President Jarrell discussed modernizing curriculum pathways, emphasizing the need to align programs with local and regional labor market needs, particularly in Tillamook County, while also considering broader transfer opportunities

for bachelor's degree attainment. The group also touched on expanding accelerated learning strategies.

Dean Eileen Case White was invited to speak about the dual credit piece. Eileen explained that Tillamook Bay Community College offers a dual credit program without charging fees, supported by the Tillamook Education Consortium, and emphasized the importance of credit with purpose to ensure students' academic progress aligns with their goals. Director McCarley highlighted the college's focus on fiscal sustainability and resource stewardship, with President Jarrell discussed plans for long-term financial planning, operational efficiencies, and strategic resource allocation. President Jarrell also mentioned efforts to strengthen community engagement, particularly with the Hispanic and Latinx populations, through cultural appreciation events and increased enrollment in English as a second language courses.

4.3 OCCA Dedicated Service Recognition- President Jarrell
President Jarrell recognized Mary Faith and Betsy McMahon for their long-term service and leadership on the board, highlighting their contributions to the college and the Oregon Community College Association. Then shared how appreciative he is for all the work the board does to support the college.

4.4 2026-2027 and 2027-2028 Academic Calendar- President Jarrell
President Jarrell presented the 2026-2027 and 2027-2028 Academic Calendars for board approval. There have been no changes to the calendars other than noting only minor color shading adjustments were needed.

Motion to approve 2026-2027 and 2027-2028 Academic Calendars

Moved by: Pat Ryan

Seconded by: Marilyn Roosinck

Yes Mary Faith Bell, Mary Jones, Betsy McMahon, Suzanne Weber, Marilyn Roosinck, Pat Ryan, and Romy Carver

Carried 7-0

5. Information Only Items

Board members may request any item be placed on the discussion agenda.

5.1 Career to Career and First Class Scholar Notes- VP Hanson

VP Hanson shared letters from students benefiting from the Career-to-Career Scholarship Program, including one from Jackie Tio Harris who is pursuing a degree in Special Education, and Daniel Reed who emphasized how the scholarship was crucial for his ability to pursue higher education without taking on student debt. Chair Bell read Daniel Read's letter into the record.

5.2 ASTBCC Report

Simone Ferguson, the ASTBCC president, outlined upcoming events including a gift-wrapping fundraiser on December 18th, a Valentine's Day paint night, and a Cinco de Mayo carnival. The group plans to attend the Portland Community College Leadership Conference on January 30th and is considering hosting a game night in January.

5.3 Financial Report- Interim CFO Soules

The financial report was included in the packet. David shared with the board where we are in the budget for the month he is reporting on. There were no questions.

5.4 Budget/Fiscal Update- President Jarrell

The meeting covered a budget update from Paul, who reported a \$1 million structural deficit for FY25-26 due to rising personnel costs, materials expenses, and the expiration of federal stabilization funds. The college relies heavily on state funding (60% from Community College Support Fund), with salaries and benefits comprising 80% of expenses. To address the deficit, they implemented a hiring freeze, reduced 4 positions, and are targeting \$100,000 in materials and services cost savings, with further budget reductions planned for February-March.

5.5 Construction Report- Exec Dir J. Lawrence
Jason provided an update on construction projects, noting progress on the CIT building with completion of exterior work and interior systems, and the Health Education building receiving its first truckloads of furniture, with staff moves expected by mid-January.

5.6 President's Report- President Jarrell

President's report was included in the packet. The board meeting covered several key updates and discussions. Paul reported a 10% increase in fall enrollment compared to fall 2024, with strong performance in general education, CTE programs, and continuing education. The college is implementing new enrollment priority dates to encourage earlier registration. Jason and Paul highlighted the successful completion of stormwater management at the fairgrounds, which has significantly improved water handling during rainy periods. The board discussed upcoming events, including a holiday party on December 19th.

6. Board Member Discussion Items

Chair Bell suggested that board members write individual messages to staff to acknowledge their efforts during challenging times, which Paul agreed to compile and distribute. Marilyn announced she would miss the next board meeting due to a trip to Oxford, England. The conversation ended with holiday wishes from all attendees.

7. Adjournment
Chair Bell

7.1 Adjourn Meeting
Motion to adjourn the meeting.

Carried

Invitation of Public Comment

RECOMMENDATION

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 WILL CALL ON PEOPLE WHO INDICATE THEY WANT TO PROVIDE PUBLIC COMMENT. THEY WILL HAVE UP TO 3 MINUTES TO SPEAK. IF A SPEAKER HAS FURTHER COMMENTS, THEY CAN PROVIDE THOSE IN WRITING AND THE COMMENTS WILL BE SHARED WITH ALL BOARD MEMBERS.

BACKGROUND INFORMATION.....Chair Bell

NEW BUSINESS AND/OR FOCUSED POLICY DISCUSSIONS

RECOMMENDATION

BACKGROUND INFORMATION ----- Chair Bell

Board Recognition Month

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION President Jarrell

Every January the Governor proclaims it to be School Board Recognition Month. It is a way to recognize the outstanding service provided by the Boards of Education at all our schools and colleges. We are very fortunate at TBCC to have an amazing Board that truly cares for the college and our students, faculty, and staff.

All seven of you volunteer your time to make sure we are remaining strong financially and are continuing to provide high quality educational services to all of our students. I am very proud at state meetings talking with other college presidents about our board and how well you all work together for the benefit of the college. Thank you all for your service to TBCC and thanks for your dedication to the educational needs of the people of Tillamook County. It is greatly appreciated and recognized.

Board of Education Recognition Proclamation - January 12, 2026

WHEREAS, the Board of Education of Tillamook Bay Community College (TBCC) provides dedicated leadership and governance in service to our students, our institution, and the broader Tillamook County community;

WHEREAS, the Board upholds a culture of high expectations and equity, grounded in the belief that all students can learn, grow, and succeed;

WHEREAS, the Board's steadfast commitment to student success is demonstrated through thoughtful policy direction, fiscal stewardship, and support for programs that promote academic excellence, personal growth, and community engagement;

WHEREAS, the Board fosters strong relationships built on trust, teamwork, and collaboration, working collectively with college leadership to advance the mission and long-term vitality of TBCC;

WHEREAS, the Board members serve as a vital link between TBCC and the community, ensuring that the college remains responsive to the educational and economic needs of our region;

WHEREAS, the Board's visionary leadership and oversight have guided the college through periods of growth and transformation;

WHEREAS, Board members generously serve the community through their public service, offering their time, expertise, and leadership in support of student opportunity and lifelong learning;

WHEREAS, the month of January is designated as School Board Recognition Month, providing an opportunity to acknowledge and celebrate the significant contributions of our Board members;

NOW, THEREFORE, I, **Dr. Paul Jarrell, President of Tillamook Bay Community College**, hereby express my heartfelt gratitude to the members of the Tillamook Bay Community College Board of Education. In recognition of their dedication, leadership, and service, I proclaim the month of **January** to be **Board Recognition Month** at Tillamook Bay Community College.

I encourage everyone in our community to join me in celebrating and thanking our Board of Education for their unwavering commitment to student success, their passion for lifelong learning, and their vision for a brighter future for all.



Paul E. Jarrell
President
January 12, 2026

Audit Report

RECOMMENDATION

ACTION ITEM - ACCEPT AND APPROVE FOR FILING AND DISTRIBUTION THE 2025-2026 ANNUAL FINANCIAL REPORT

BACKGROUND INFORMATION Interim CFO Soules

Auditing standards require formal written communication between the auditor and the Board. A letter from the auditor is included on the following page.

Interim CFO Soules will be prepared to present the Annual Financial Report and address questions.

KENNETH KUHNS & CO.

Certified Public Accountants
570 Liberty Street S.E., Suite 210
Salem, Oregon 97301-3594

Telephone: (503) 585-2550

December 29, 2025

Board of Education
Tillamook Bay Community College
Tillamook, Oregon

We have audited the financial statements of Tillamook Bay Community College as of and for the year ended June 30, 2025, and have issued our report thereon dated December 29, 2025. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated June 10, 2025. Professional standards also require that we communicate to you the following information regarding significant audit findings related to our audit.

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Tillamook Bay Community College are described in Note 1 to the financial statements. During 2024-25, Tillamook Bay Community College implemented Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences*. We noted no transactions entered into by the College during the 2024-25 year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most significant estimate affecting the College's financial statements is the Net Pension Liability. The Net Pension Liability is an estimate of the College's proportionate share of the Public Employees Retirement System (PERS) Plan's unfunded portion of the total pension liability at a specific point in time. The unfunded portion will change from one year to the next and is based on assumptions about the probability of the occurrence of events far into the future. The amount was actuarially determined with management input. We evaluated the key factors and assumptions used to develop the College's proportionate share of the net pension liability in determining that it is reasonable in relation to the financial statements as a whole.

Certain financial statement disclosures may be particularly sensitive because of their significance to financial statement users. There were no significant sensitive financial statement disclosures for the 2024-25 year.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no corrected or uncorrected misstatements detected as a result of audit procedures that management considered material, either individually or in the aggregate, to the financial statements as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the independent auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 29, 2025.

Management Consultations with Other Independent Accountants

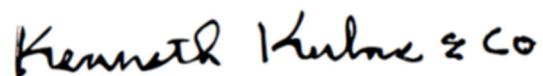
In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the College's financial statements or a determination of the type of independent auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the College's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This information is intended solely for the use of the Board of Education and management of Tillamook Bay Community College and is not intended to be and should not be used by anyone other than these specified parties.

Sincerely,



Kenneth Kuhns & Co.

Information Only Items

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION ----- Chair Bell

Program Review: Advising and Engagement

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION DIRECTOR McKEECHAN

Service Area Reviews are analytical evaluations of how effectively a department or team supports the mission of Tillamook Bay Community College, and how it can improve. The purpose is to bring about measurable improvement using evidence about the quality and effectiveness of the services provided. Director McKeahan will share her recently completed review of the work of the Advising and Engagement Team. The review has been presented to College Council and to College Leadership.



**"They genuinely want
students to succeed"**

TBCC student

SERVICE AREA REVIEW FOR ADVISING AND ENGAGEMENT JUNE 2025

**Service Area Review for
Advising and Engagement**

Service Area Description

Tillamook Bay Community College Advising and Engagement is dedicated to the guided pathways model of the 4 pillars of success. The Advising and Engagement team provides recruitment and retention options to help students clarify, enter, and stay on the path to obtaining their maximum educational benefit. Our goal is to engage each student equitably by giving them the tools they need to excel in college.

Program Area Details

Staffing:

4.5 FTE which includes Director of Student Success, 2 Success Coaches, 1 Engagement Advisor, and 1 half-time Pre-Transfer Advisor. (This is a *shared position with Oregon State University*).

Duties:

Director of Student Success 1.0 FTE

The Director of Student Success is responsible for providing vision, leadership, strategic direction, and administrative oversight for the comprehensive development of equitable student achievement.

The Director of Student Success (DSS) ensures standards of communication are met by advisors including commonality of messaging to students. The DSS is also responsible for maintaining budget oversight of both Engagement and Advising. The DSS is under the direct supervision of the Vice President of Student Services.

Full Time Success Advisor 2.0 FTE

Under the guidance of the Director of Student Success, the Success Coach Advisor is responsible for the recruitment and maintenance of all credit seeking students. New applicants meet with their advisor before registering for classes and at least once each subsequent term to help ensure the student is on track and make adjustments to their plan as needed. Both student and advisor maintain that relationship until the student graduates, changes Learning Community, and/or transfers.

The advisor is also responsible for creating and maintaining New Student Orientations each term, building on the Guided Pathways model of retention as

represented in Learning Communities. Success Coaches are responsible for academic advising, including monitoring student progress, Drop Out Detective, and working with instruction. Coaches also provide career advising throughout a student's academic journey and are responsible for maintaining updated career information for their advisees.

Engagement Advisor 1.0 FTE

The Engagement Advisor is responsible for working closely with the Director of Student Success in implementing effective recruiting strategies, prospective student communications, and outreach programming. This role assists in the overall development of student organizations and the implementation of student activities while working collaboratively with student leaders, club advisors, and administration. The EA will implement a schedule related to the planning, organizing, and supervising the delivery of activities for students in various scholarship cohorts as well as the student body as a whole. Specifically, the EA is now in charge of the management of the Career-to-Career scholarship cohort from reviewing applications and meeting with applicants, tracking participation and planning quarterly meetings with the college President. The EA also is the sole advisor for GED students, both English and Spanish. The EA also supports the First Generation and College Connect cohorts throughout the year, planning events and communications for them. The EA works closely with Success Coaches to ensure common messaging across the various cohorts. The Engagement Advisor role is also crucial in developing, planning, and producing activities and events designed to help students belong and bolster their confidence to stay on the path of education. The EA will also provide advising assistance for the full-time advisors.

Half Time Pre-Transfer Advisor .5 FTE

Under the guidance of the Director of Student Success, the shared OSU/TBCC Open Campus Coordinator is responsible for connecting with all High School students in TBCC's district, which includes Tillamook High School, Neah-Kah-Nie High School, Nestucca High School, and the Wilson High School students, who are now located in the THS campus. The Pre-Transfer advisor also maintains collaborative relationships with teachers and administration at local high schools, as well as several local educational non-profits, through supporting, volunteering and co-creating events for local students.

The Pre-Transfer Advisor is the main contact for TBCC students wanting to transfer to another college in Oregon and/or wanting to transfer to TBCC from elsewhere. This position plays a critical role in recruitment of new students and is vital for maintaining and creating pathways for transfer students who do not know what their options are after TBCC. This position is also in charge of planning and executing college tours for TBCC students and monitoring changes in degrees from institutions TBCC works with for students, including but not limited to OSU.

Goals Achieved and Evolution of the Team

The effect that the Title III grant has had on Advising cannot be overstated. Prior to Title III, Learning Communities were disorganized, did not have leadership, and were just a title without anything behind it. Due to T3 funding, and with the guidance of Eileen Casey White as the T3 Director, the advisors were able to focus on the development of strong Learning Communities, working with faculty to firm up the leadership of each community and planning events focused on the various communities. They had panels of community members to answer student questions regarding careers, including underwater welding, psychologists, and science and health professionals. They also developed a series of workshops including "How to Study", "How to write a resume", etc.

With the help of Title III funds, we were able to hire two Success Coaches fully funded by T3 for the first two years of the Grant and then incrementally less until TBCC takes over full financial responsibility. The coaches made exponential progress on collaborative creation of the Advisor Handbook and Desk Manual. These two achievements have allowed for common messaging to students from all advisors and have produced a more cohesive unit of advising. For example, if a new advisor did not know what to do in week 5, the Desk Manual, which is divided up by weeks, would show that students need to be contacted regarding midterms etc. There are also links in the Manual for scripts of what should be said, depending on the subject matter and depending on whether the communication is email, phone, or hopefully someday, text. Focusing on Learning Communities as the cohort advising model for each advisor allows for individuality in advising styles while continuing to generate a common verbiage for communication to students and staff. Completion of an Advisor Handbook and Desk Manual is an achievement that other departments have yet to tackle.

Title III funds were also used to support Coaches in Professional Development, allowing them to obtain NCDA credentials, which put them in the professional advisor

classification. The Advisors were also critical in building strong student communications based on their learning communities. They built SharePoint sites for each Community as well as tailoring online New Student Orientations to each Learning Community. They have also developed a strong pattern of participation for in person New Student Orientations. All this work was created on top of the Coaches' main job, which is advising.

GED and Dual Credit

Prior to the addition of the Engagement Advisor there was not a cohesive plan or dedicated person to do GED advising. As Rural Guided Pathways encourages colleges to embrace both High School and GED students, E&A has adapted both programs this year into a more holistic piece of advising.

The Engagement Advisor created a program for advising both Spanish speaking and English as a first language GED students. Now when they come in for questions and/or to register the students are connected immediately to the Engagement Advisor who meets with them. The engagement Advisor has adopted a similar meeting protocol as the degree seeking advisors including cost, goals, plans, career discussions and resources to fit specifically with the student GED population. This new model of GED advising has already improved GED students' connections to TBCC's campus as well as increasing their overall confidence. These steps will increase retention and improve the overall retention of students going forward.

Dual Credit advising has also changed significantly in 2025. Prior to 24-25, Dual Credit advising was haphazard and not coordinated between advisors and the High Schools. The new model is significantly more intentional. Each Success Coach has a High School they are responsible for advising Dual Credit and/or Expanded options. The new model has Advisors meeting at each of the three Tillamook County High schools, at least once per term, to advise Dual Credit students and often families. Expanded options students are advised the same as TBCC credit students.

A final addition in 2025 has been the creation of our new College Connect program. The Open Campus Advisor and Engagement Advisor collaborated on the creation of this new program. College Connects' goal is to have outreach to High School students that are close to graduating and have indicated interest in continuing to college. The program aims to reduce "summer melt" where local high school students stay connected to college in the summer months after graduation, supporting students to follow through with their plans to attend post-secondary programs and, where

possible, maintain Oregon Promise eligibility by attending college the fall after graduating from high school.

When the new position of Director of Student Success was created, it left a hole in the Engagement work of Student Services. The Director and the Success Coaches took on the Engagement responsibilities, adding more to the Coaches' roles. Then the Coach for MIT and Business was promoted into the Coordinator of MIT, which left another gap in advising. While the MIT coordinator position still advises MIT students, the Business Learning Community had to be passed on to one of the existing Advisors. These gaps led to the development of the Engagement Advisor position. This position was created as 75% Engagement and 25% Advising, but with current roles shifting and the addition of dedicated GED advising, the position is now approximately 40% Engagement and 60% Advising.

With the investment from Title III, the direction of the Director of Student Success, the hard work and dedication of the Advisors, and the addition of the Engagement Advisor and Open Campus shared position, TBCC Advising has moved into a top-notch team. The task now is to refine the shared knowledge of the team and continue to make it a unifying voice for keeping students first in everything they do.

Staff Professional Development

Advising professional development has weighed heavily in the past on NCDA and NACADA trainings and conferences. These training courses are great for beginning advisors but since the current advisors have been here for more than 3 years, some different trainings will be looked at for future Professional Development including Master's classes to improve neurodivergent advising knowledge, specialized leadership training courses, leadership advising for Student Government and holistic case management, and ACUE Fostering a Culture of Belonging course for the Engagement Advisor. All advisors will be required to attend equity lens training as well.



What are other colleges doing?

On December 13, 2024, the Director of Student Success conducted a Zoom interview with Ben Kaufmann, the Dean of Academic Foundation and Student Success representing Oregon Coast Community College. OCCC is of a comparable size to TBCC, and they have a Success Coach model similar to TBCC's. Ben supervises Success Coaches and was very cooperative in sharing information. Ben believes that OCCC's:

"Strongest asset and best over-all redesign was the inception of the Success Coaches rather than 'advisors...'".

OCCC's Success Coach model is very high touch with and for students- they have many points of contact from enrollment to graduation. The success coaches at OCCC admit, enroll, coordinate Financial Aid, Career Education Plans, and formal degree audits for all students. This creates a complete wrap around that helps prevent students from falling out of contact and being prepared with enough credits to graduate.

Ben's struggles are with stable staffing, as of the interview he had one Success Coach on staff and himself available for advising. He also mentioned that if he could purchase anything, it would be for training and help with their ERP system. Enterprise Resource Planning, or ERP, is a system that has all the tools needed to process and run the college infrastructure including HR, accounting, Financial Aid etc., but not the staff or training to help frame the day-to-day working of the departments. It is easy to commiserate regarding the lack of consistent and improved training for Jenzabar here at TBCC.

When comparing advising at TBCC to OCCC, it is hard to imagine that the Success Coach model from OCCC would work at TBCC. The main concern is that Success Coaches would be doing some of the registrar's work as well as some financial aid,

and while that does increase the touch points for a student, it also increases the chances of mistakes, not to mention the pressure it could put on individual coaches. If TBCC were to embrace that model it could result in reduced staffing as well. Ben said it well when he was asked if he could change anything what would it be and he responded: "staffing consistency".

The second community college I contacted was Colorado Northwestern Community College (CNCC). Brett Caskey, the Vice President of Student Services, responded to the DSS's questions via email on January 12, 2025. CNCC was chosen because they have a small student body of close to 1000 students, but they have at least 8 different sports teams, 15 or more clubs as well as dorms. So many moving parts for such a small school!

Mr. Caskey had some very thoughtful and thought-provoking answers, including his responses to their advising model, which is that CNCC has two professional advisors that advise by program, similar to our use of Learning Communities. They also have several faculty advisors which are assigned to students based on degrees. Mr. Caskey said:

"Advisors and students ideally meet with each other once a semester, typically for registration purposes."

Engagement questions are where it got very interesting. Caskey said:

"One of things that helps us engage with students is strategic placement of holds to force students meet with us to make sure they are on track for their courses and degree programs." and "Clubs and organizations are complicated at CNCC.

While the list of options available is long, engagement in some of them fluctuates year to year" He continued:

TBCC's engagement successes and disappointments are very similar to Mr. Caskey in that yes, student participation fluctuates term by term, it is hard to pin down what students want to be engaged in, and Learning Community specific events can sometimes provide increased attendance but not always.

When asked what he would purchase for his team if he could purchase anything, he said, more staffing. Finally, the DSS asked: "What are your long-term goals" and he responded,

"One long-term goal for advising is to have professional advisors completing audits of all students (regardless of if they are assigned to them or not) each semester

to make sure students are taking the correct classes towards graduation. Another long-term goal is to develop an advising philosophy that is more academic; ideally, I would like Advising to develop student learning outcomes to match academic programs."

This answer is worth considering here at TBCC. Our Success Coaches already do term audits for all students to make sure they are on the right path; however, the idea that advising should be more academic with a goal of developing student learning outcomes is intriguing. It would be usable data, which is a plus, however it would require a big lift from advisors. I am not sure our faculty would support "Academic Advising" from non-faculty, which could be the biggest hurdle.

There seems to be no magic bullet from either school regarding Advising model success or Engagement success. Disappointing but not surprising.



"You have to sign up online."

Strengths, Weaknesses, Opportunities, Challenges/Threats (SWOC)

As part of the Advising and Engagement Program Review, a SWOC analysis was undertaken. Staff, faculty, and Success Coaches were asked to give anonymous feedback on each area. Below is a compilation of various people's views including instruction, opportunity programs, coaches, and facilities.

Strengths:

- Communication
- Knowledge

- Friendly, welcoming
- Dedicated to jobs
- Put students first
- Very tight-knit and can verify and communicate information quickly
- Dedicated advising staff with experience in student development
- Use of early alert system
- Active participation in guided pathways

Weaknesses:

- Going beyond the direct line of communication for issues
- Disorganization at the institutional level
- Contradictory information from different sources
- Other departments are unable to or refuse to help
- Our ideas and concerns are minimized or ignored
- We have ideas for a better functioning college, but we don't have time, power or energy to solve the larger problems
- Limited experience in academic and career advising and with college systems- this causes misunderstandings and misinformation
- Lack of evening/weekend advising hours for working students
- Insufficient partnerships with career services or job placement

Opportunities:

- Funding for instance; grants for events and new programs
- More direct support from leadership
- Team conversations with leadership
- Backing to do the work we know we can do
- Opportunities for campus visits
- Instructional support for attendance and participation in curriculum, and faculty workgroups
- There's an opportunity to modify the open coach/advisor position in a way that meets more department needs
- Use of technology and AI tools for degree planning, nudges and communication
- Expand peer mentoring programs to supplement advising
- Opportunities to expand intrusive advising for at-risk groups

Challenges/threats:

- Funding
- Lack of inter-departmental communication
- Changes to directives that seem to be currently working
- Admin changes at the Federal level, i.e. funding, DEI etc.
- Community support could lessen=less money and opportunities for students
- Burden of responsibility for student success falling on advising and engagement
- Pace of higher ed processes
- Rising student mental health needs that may exceed advisors' training or capacity
- Competition from for-profit or online institutions with aggressive advising models
- Shifts in federal funding



A&E Wish List for 2026-2030:

- Tracking students (applicants, currently enrolled in LCs, graduation status)
- Making student degree plans that are viewable/editable by students, which would then make the registration process easier
- Mass communication to students -especially texting
- Admissions -
 - Ability to process admissions / bring students across (AD to RE process)
 - Tracking students in the enrollment process
 - Automated orientation enrollment processes
- Ability to update student degrees and/or to pull "what-if" reports

- Updating student records, specifically FERPA
- Simply logging into accounts (MFA) quicker
- Availability of advising materials & forms to students on the website, requiring less check-in emails or appointments with advisors
- Availability / efficiency of tools for students to submit their own processes (information update, FERPA releases, texting opt-in, registration for NSO, name/email update) or request their own info (student ID, password resets, MFA reset)

SWOC summation:

The growing mental health needs of students, time allocation burdens, and the slow pace of institutional change increase the pressure on the advising staff. The addition of the Engagement Advisor has significantly reduced internal disorganization, which previously hindered overall effectiveness. Staff members at times still feel undervalued, and struggle with the lack of support from other departments. Advisors see firsthand the impacts of institutional, state, and federal changes on students. They carry the weight of these challenges but also have ideas for how to improve conditions for students. These ideas are often challenged or brushed aside by other members of the campus community with seemingly little or no regard for the student experience.

Additional challenges include insufficient campus and advising availability during evenings and weekends for students and navigating the need for increased technological software and training with the reality of the technological inconsistencies.

Despite these issues, there are notable opportunities for growth, such as increased grant funding for events and programs, leadership communication support, and expanding holistic advising practices. Some reworking of staff roles to enhance cross-department collaboration could also lead to improved services and greater efficiency.



New Building (facilities):

In 2023 the Success Coaches moved from their cubicles in the Office of Instruction to the office suite on the second floor, room 206. This move put the Coaches next to the Learning Lounge and closer to classrooms and study spaces. This move has strengthened the communication between students and the Coaches, as the coaches are now more easily accessible by students and by instructors when needed. The suite offers a bit more privacy for FERPA protected conversations with students. The previous accommodation offered no privacy for student-coach communication.

The new building needs to be addressed concerning Advising and more specifically, Engagement. The Advising suite is currently in Room 206, and that location is expected to change with the finished construction of the new building next door. The new space for Advising and Engagement needs to be centrally accessible to all students. The re-do of the Student Service area will hopefully include private offices for one-on-one advising, a small conference room for group sessions, and a front desk for walk-in support. Advisors need to have access to up-to-date computers, telephones, and secure access to student records. While the current space meets most operational needs, increased student demand has strained capacity, particularly during peak registration periods. Additional offices or a larger waiting area would enhance service delivery and student satisfaction.

Communication with students is always a challenge but with students now in two buildings, it will change the way A&E communicates. It will add pressure on already overburdened IT to create effectual ways for staff in different buildings to communicate, especially around student events, and it will be imperative that

communication between students-instructors-coaches is working efficiently for students.

New Goals and Plans

1-The creation of a Lead Advisor position for 2026-2027 as a grade 17. (Advising Coordinator)

This is a position that could address two challenges that stand out in the SWOC including:

- *Burden of responsibility for student success falling on advising and engagement.*
- *Increased advisor workload without proportional resources.*

Coaches/Advisors have increasing responsibilities added to their workload, including Title III reporting, Dual Credit advising, continual IT modifications and challenges. Coaches have an increased responsibility to assist with the continued requests to support instruction including degree maps, scheduling, student-facing documents, and workgroups that do not move towards meaningful change. More pointed is the continually perceived idea that student success is the responsibility of Advisors. An Advising Coordinator could help shift some of the responsibility of dealing with faculty and communication and messaging to and from Advising.

2-With the development of a new Career Center focused on assisting students and community members in exploring career options in Tillamook County as well as in Oregon and beyond, a full-time Career Advisor (FTE 1.0) will need to be hired to manage the Center under the direction of the DSS. Funding and existing building redesign is unknown at this time however the importance of a Career Center goes beyond the financial constraints currently existing.

Budget

The budget for Advising and Engagement is modest but will need additional room for expansion as student participation and events become larger and more frequent. The advising budget will need room for a Lead Advisor as well as a position for the new Career Center that will begin as a position that shapes the center, makes connections in the community and finds the best contacts for students and then as the center grows the position will grow into career advising and internship preparation.

Overall Evaluation



The overall evaluation of Advising and Engagement is positive. It is a department that has grown in knowledge, ability, community collaboration and outreach and with the right guidance and teaching will continue to focus on the stumbling blocks in front of students and solutions to ease students' burdens and fears while at TBCC. Advising and Engagement is dependent on the needs of the students and the ability of the college to intercede at higher levels for funding and training. The Guided Pathways model will continue to be at the forefront of all new A&E plans for student advising and cohort management.

Final Thoughts

To improve communication and a sense of belonging with students, Coaches purchased a button maker, thermal printer, and craft supplies. Buttons, decorating a graduation cap, or providing something for family members to do while they join their student for an event, may seem insignificant or trivial, however, the creativity of the Advising and Engagement staff, help to bring students together. Retention of students is one of the main Guided Pathways principles and retention of students is bolstered by engagement opportunities.

This review should end with some positive statements from our students garnered from the 24-25 Student Belonging Survey answering the question "How have college staff helped you feel like you belong on campus?" (Acknowledging that "staff" encompasses more than just Advising and Engagement.).

- When they have events, they always invite me to come over, whenever I walk in the campus, they are kind and respectful to me. They always support me with what I need.
- They've made me feel wonderful. They're accommodating, trustworthy, polite, and caring, and they always listen to what is bothering me.
- They were all super helpful from the beginning, I was a little nervous and they walked me through everything.
- They make themselves available and are eager to help with a kind professional courtesy that makes you feel like you matter
- They have made me feel like I belong by telling me about job opportunities and taking an interest in my future plans.
- They have been very helpful when it comes to the feeling of belonging since they all have treated me like family.
- They believed in my passion and assisted me by providing options for classes and information about transferring after completing TBCC.
- They are really helpful and really inclusive
- They always answer my questions or direct me to someone who can. They're always so kind
- There is lots of inclusion of Latino students and it's super awesome to feel the support. There is always events in the main foyer to relieve some stress as well!
- Never making me feel less for my personal struggles that get in the way of college.
- Everything the staff has done has been pretty out of this world as far as my college expectations go. Super helpful, welcoming, always available. It's been such a treat to be welcomed back to the education system.

ASTBCC Report

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION ASTBCC PRESIDENT

The ASTBCC President Cooper will update the Board on recent activities of ASTBCC.

Construction Update

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATION..... EXECUTIVE DIRECTOR JASON LAWRENCE

OUR EXECUTIVE DIRECTOR, JASON LAWRENCE, WILL PROVIDE AN UPDATE ON THE CONSTRUCTION PROJECT UPDATE.

Financial Report

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATIONInterim CFO Soules

An update on the financial statements will be provided verbally at the meeting.

Agenda Item 5

Tillamook Bay Community College

Unaudited Summary Financial Information

General Fund

Fiscal Year-to-Date, Ended November 2025

41.67% of fiscal year completed

11/30/2025

	FY 2024-2025			FY 2025-2026		
	Annual Budget	10/31/2024	% of Budget	Annual Budget	10/31/2025	% of Budget
Resources						
Beginning Fund Balance	\$1,200,000	\$1,973,739	164.48%	\$1,650,000	\$1,626,245	98.56%
State	\$4,251,541	\$2,308,856	54.31%	\$4,650,000	\$2,438,522	52.44%
Property Taxes	\$1,679,205	\$1,160,829	69.13%	\$1,625,000	\$1,137,475	70.00%
Local Contracts	\$40,640	\$0	0.00%	\$0	\$0	0.00%
Tuition	\$976,000	\$448,688	45.97%	\$1,115,000	\$533,453	47.84%
Fees	\$156,520	\$134,674	86.04%	\$300,000	\$176,521	58.84%
Other Course Fees	\$0	\$47,997	0.00%	\$120,000	\$69,515	57.93%
Interest	\$360,000	\$82,161	22.82%	\$120,000	\$49,997	41.66%
Other (sales of goods, rental, Misc.)	\$50,700	\$16,845	33.22%	\$2,500	\$6,170	246.80%
Transfers	\$509,664	\$40,245	7.90%	\$499,532	\$27,412	5.49%
Total resources	\$9,224,270	\$6,214,034	67%	\$10,082,032	\$6,065,310	60.16%
Expenditures						
Instruction	\$2,481,180	\$714,192	28.78%	\$2,839,643	\$810,162	28.53%
Instructional Support	\$957,227	\$286,529	29.93%	\$1,051,115	\$342,072	32.54%
Student Services	\$892,427	\$280,710	31.45%	\$1,099,928	\$342,164	31.11%
College Support	\$2,636,905	\$837,807	31.77%	\$2,655,961	\$754,140	28.39%
Plant Operation	\$843,874	\$340,473	40.35%	\$1,007,444	\$382,362	37.95%
Transfers	\$329,991	\$85,443	25.89%	\$365,000	\$67,965	18.62%
Contingency	\$383,939	\$0	0.00%	\$262,941	\$0	0.00%
Total expenditures	\$8,525,543	\$2,545,154	29.85%	\$9,282,032	\$2,698,865	29.08%
Ending fund balance	\$698,727	\$3,668,880		\$800,000	\$3,366,445	

President's Report

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATIONPresident Jarrell

Updates

- Academic Term and Enrollment
 - o Winter Term began January 5, 2026. Early indicators show stable student engagement across credit, workforce, and dual credit offerings. Enrollment trends are being closely monitored, particularly persistence patterns typical of Winter term and demand in Career Technical Education and Health Sciences pathways.
- OPC – January 8
 - o Presidents discussed statewide budget pressures, cost escalation (insurance, utilities, personnel), and legislative priorities for the 2026 short session. Colleges continue to emphasize the importance of stable base funding and targeted workforce investments.
 - o HECC gave a presentation on Transfer Initiatives
- Title III Evaluator Visit – January 13
 - o The visit supports ongoing federal oversight and reflects continued progress on institutional capacity-building goals related to student success, data-informed decision making, and systems improvement.

January Observances

- School Board Appreciation Month
 - o The Oregon School Boards Association has set aside the month of January to honor the unpaid elected volunteers who serve on Oregon's 197 local school boards, 19 education service district boards, and 17 community college boards. These dedicated local leaders give their personal time and energy to handling the critical tasks of budgeting and overseeing the management of Oregon's public education structure.
- National Day of Racial Healing – January 20
 - o The National Day of Racial Healing is a time to contemplate our shared values and create the blueprint together for healing from the effects of racism. Launched in 2017, it is an opportunity to acknowledge the harm caused by racism, honor shared humanity, and inspire collective action for a more equitable future, addressing historical and contemporary effects of racism.

- International Holocaust Remembrance Day – January 27
 - o An international holiday created by the United Nations; January 27th is the anniversary of the liberation of Auschwitz-Birkenau. The purpose of the day is to honor the millions of victims of Nazism and develop educational plans to prevent future genocides.

Upcoming Dates

- College Closed - January 19, Holiday – MLK Day
 - o TBCC Equity and Inclusion Committee MLK Day of Service event. This event is in partnership with Habitat for Humanity and will take place on **Monday, January 19th**. The projects will vary in difficulty.
- 2026 Legislative Session – February 2, 2026
- National CTE Month – February
 - o CTE Day at the Capitol – February 18, 2026
- The next Regular Board meeting will be Monday, February 9, 2026, 5pm, Room 214/15

Kudos

- Holly Kraus and others
 - o Holiday decorations

Board Member Discussion Items

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATION.....Chair Bell

Adjournment

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION..... (Action) Chair Bell

MOTION TO ADJOURN THE MEETING