A Comprehensive Evaluation Committee Report for Initial Candidacy

Tillamook Bay Community College
Tillamook, Oregon

October 29 – 31, 2008

A Confidential Report Prepared for the Commission on Colleges and Universities that Represents the Views of the Evaluation Committee
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INTRODUCTION

On August 17, 1980, the Oregon State Board of Education issued a charter to the Tillamook Bay Community College Area Education District. This charter became effective on April 24, 1981, and led to the opening of Tillamook Bay Community College (TBCC).

TBCC is a publicly funded institution that “provides access to quality education in response to the needs of our community.” Operating under the direction of its Board of Education, the college devotes all of its gross income to supporting its educational mission and goals.

Accreditation History

In 1981, Tillamook Bay Community College entered into a service agreement with Portland Community College (PCC), an institution accredited by the Northwest Commission on Colleges and Universities (NWCCU), which allows it to deliver college credit instruction, certificates, and degrees through PCC. In May 2006, TBCC applied to the NWCCU for consideration of candidacy. This application was accepted by the Commission in July 2006.

Self - Study Appraisal

The self-study conducted by TBCC provided a comprehensive overview of the college. The level of detail provided varied from standard to standard, but given that this was the first complete, formal study prepared by the institution for the Commission it projected a reasonably accurate picture of the college. It was the consensus of the committee that its preparation involved representatives from all campus constituencies. Due to the size of the college, several members participated on more than one committee. As with detail, analysis also was inconsistent across the study. For example, the projections provided in Standard 7 – Finance were fairly analytical, but those provided in Standard 8 – Physical Resources were not. The analytical sections of the master plan were completed in 2001 and have not been updated. Planning and evaluation processes at the college were examined and provided an accurate picture while noting shortcomings. However, the same lack of consistency across all areas of the self-study was noted in this area as well. Strengths and recommendations for improvement of the college were identified in the document. The self-study audit report that was contained on the thumb drive provided to each evaluator at the start of the visit was especially helpful. While the information provided in the self-study allowed the evaluation team to adequately prepare for the visit, receiving the information contained on the thumb drive prior to the start of the visit would have been of great help in that process.

Eligibility Requirements

TBCC is not fully compliant with Eligibility Requirements 7, 8, 10, and 17. Supporting information for this conclusion is contained within the body of this report. The college meets all other eligibility requirements.
STANDARD ONE – INSTITUTIONAL MISSION AND GOALS

Tillamook Bay Community College (TBCC) has an established mission that is well known and fully supported by its students, faculty, staff, administration, and Board of Education. While the college has changed its focus from predominantly community education to academic and professional – technical offerings, its mission of providing “access to quality education in response to the needs of our community” remains unchanged. Formally adopted in 1997 by its governing board, the mission defines the role of the college in the community and serves to provide direction for the courses and programs it offers. The mission statement has been reviewed by the Board on a periodic basis and has been determined to be current and appropriate to their vision for the institution and the needs of the community it serves.

The college has an established history of strategic planning commencing with the development of its first plan in 1993. Subsequent revisions occurred in 1996 – 1998 which produced the guiding document for the period 1998 – 2003. In 2003 - 2004, the college engaged in a self-study process driven by their contractual association with Portland Community College. In support of PCC’s accreditation related activities, TBCC was required to complete NWCCU self-study requirements as related to Policy A-6. TBCC elected to conduct a complete study in anticipation of the Board’s stated goal of attaining independent accreditation. The results of that process served as the foundation upon which much of the current strategic plan is based. The plan calls for its periodic review every three to five years, and while an update was completed in 2006, the more comprehensive review implied within the plan itself has not been done. It is recommended that this be accomplished, especially in light of the concern expressed during several interviews and forums regarding the lack of specific long term institutional goals beyond the attainment of accredited status.

The college strategic plan provides a thoughtful and well defined road map for the growth of the institution. However, given the limited resources available, both human and financial, it is difficult to meet the various milestones that are laid out in its related schedule. Staff find that they are hard pressed to complete the data collection that is required with the frequency identified, and even in those areas where that is happening on a fairly regular basis, its analysis and use for improvement is minimal at best. The College must review its planning and evaluation processes, particularly those related to the systematic collection, analysis, and use of data to insure that those activities result in the continuous improvement of instructional programs, institutional services, and activities.

A report of institutional effectiveness was published in 2008 but was not widely distributed. Faculty, staff, administration, and community members interviewed by the evaluation committee cited the need to make the results of such activities more widely known to the campus community and the community at large. The need to do so was also identified in the institutional self-study as an area requiring improvement. It is recommended that the College use information gathered from its planning and evaluation processes to communicate evidence of institutional effectiveness to its public.
Commendations and Concerns

The College is commended for developing a strategic planning process that is clearly defined, includes all campus constituencies, and lays the foundation for continuous improvement and growth.

The College is commended for using the self-study process as the foundation for the development of its strategic plan.

It is recommended that the strategic plan be reviewed to insure that it aligns with the College’s stated projections for growth and enrollment. (Standard 1.A.5)

It is recommended that the College fully implement its strategic planning processes so that institutional planning and assessment may be accomplished in a systematic, inclusive, and ongoing manner. (Standards 1.B.1, 1.B.2, and 1.B.3)

It is recommended that the College apply the results of its institutional assessment processes to the improvement of its instructional programs, institutional services, and activities. (Standard 1.B.4)

It is recommended that the College communicate the results of its planning and assessment processes, as contained in its report of institutional effectiveness, to the campus and greater Tillamook communities. (Standards 1.A.3, 1.B.9, and 6.C.7, ER 17)

STANDARD TWO – EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

General Requirements: Overview

Tillamook Bay Community College meets the educational needs of the residents of Tillamook County by offering a wide selection of academic, vocational, basic skills, and community interest courses. The evaluation team found evidence that the College is providing sufficient human, physical and financial resources to support its current educational programs. TBCC offers a good selection of lower division courses that fulfill the distribution requirements of its associate level transfer and non-transfer degrees. The College reports and the evaluation team found evidence that recent emphasis has been placed on increasing the availability of the credit courses students need to complete two-year degrees locally or to transfer to four-year institutions.

The evaluation team found TBCC to be committed to high standards of teaching and learning in spite of limited resources dedicated to educational programs. Budget development guidelines put clear emphasis on instruction, including instructional equipment and facilities. Forty three percent of the college’s general fund expenditures are dedicated to instruction and instructional support with more allocated from special funds. There is also evidence that the college is successful in securing grant funding. With resources available to build a new campus, the college looks forward to expanding both enrollment and programming in a state of the art facility.

TBCC has adequate classroom space with wireless Internet access throughout the buildings that comprise the main campus. Faculty has ready access to instructional media.
Students also have access to well-equipped computer stations in both buildings with students interviewed rating computer access and availability as excellent. Faculty has found creative solutions in working with the limitations of current science laboratory space.

The evaluation team found among both full-time and adjunct faculty a high level of commitment and dedication to students and the college’s mission. Students indicate high levels of satisfaction with both faculty and the instruction they receive. All TBCC faculty must meet the qualifications determined by PCC Subject Area Committees (SACs). Faculty and administrators expressed concern that the qualifications set by the SACs limit TBCC’s ability to hire faculty appropriate to meet the educational needs of its rural community.

TBCC has six full-time faculty who teach biology, English and writing, computer applications and office systems, business administration, mathematics, and adult education. The evaluation team could find no evidence that full-time faculty are assigned to social sciences and all career and technical programs. As part of its strategic planning, the College must explore how it will identify full-time faculty for each discipline and program area for which degrees and certificates are offered as required by Eligibility Requirement 7, Standards 2.C.7 and 4.A.1, and Policy 4.1.

Over 30 adjuncts, many with long years of service to the college, instruct a wide range of credit and non-credit course offerings. Full-time and long-time adjunct faculty teach the vast majority of Degree Guarantee courses and other credit courses. Contractual relationships with other accredited institutions expand course offering options and availability to this rural campus.

Accessible scheduling of classes to ensure optimal learning was evidenced. A review of the fall TBCC schedule shows that students have access to a sufficient variety of courses/disciplines to meet their educational needs. Courses are scheduled throughout the day, evenings, and on weekends. The College has implemented a Two Year Degree Guarantee ensuring that students who enroll in 12 to 17 credits per term and have a flexible schedule will be provided the courses needed to get a transfer degree in two years. The schedule is built based on the general education courses that historically have had high student participation rates. The two year cycle of guaranteed courses fulfill degree requirements for the AAOT, AS, ASOT and Oregon Transfer Model.

TBCC courses are not currently offered in concentrated or abbreviated timeframes. TBCC does not offer credit for prior learning experiences at this time. PCC determines this policy for TBCC students. Faculty commented during interviews that TBCC is interested in developing prior learning opportunities specifically designed for its programs and students. The College will need to create a policy for prior learning as required by Standard 2.A.10.

The evaluation team found ample evidence that faculty have a major role in the design, integrity and implementation of curriculum. Currently, curriculum development and approval is the primary responsibility of PCC faculty through its Educational Advisory Committee with SACs responsible for coordinating curricula within disciplines and programs. Full- and part-time TBCC faculty participate in SAC meetings. Full-time faculty are regular voting members and part-time faculty may vote depending on the rules of the individual SAC. TBCC is encouraged to continue its development and institutionalization of internal curriculum processes that
complement PCC procedures. Deleting, modifying, or adding courses and programs fall under the purview of the TBCC Faculty Curriculum Committee and the College Council with approval by the TBCC Board of Education. The College has processes in place and makes appropriate arrangements for students to complete programs that are discontinued. The evaluation team supports the college’s efforts to define administrative rules in these areas.

In some programs students are encouraged to use library resources and some syllabi illustrate integration of library and information resources into the curriculum. However, the evaluation team did not find evidence in interviews with full- and part-time faculty that they consistently partner with library and information resources personnel to ensure that the use of library and information resources is integrated into the learning process throughout the curriculum as required by Standard 2.A.8. Shared rolling media carts are available to faculty who choose to use integrated presentation technology.

Educational Programs

Transfer

The Associate of Arts-Oregon Transfer (AAOT), Associate of Science Transfer (AS), Associate of Science-Oregon Transfer in Business (ASOT-BUS), the Associate of General Studies (AGS), and the Associate of Applied Science (AAS) degrees all meet minimum course requirements set by the Oregon Department of Education. Specific degree requirements are determined by the Tillamook Bay Community College Board of Education following Oregon State Board of Education criteria. Policy on transfer and acceptance of credit is clearly articulated in the catalog. Due to the size of the institution and limited number of faculty (no full-time faculty in the social sciences), TBCC does not have formal departments organized around academic disciplines. Therefore, faculty works collaboratively to develop transfer degrees. The College also offers developmental courses in reading, writing, and math for students needing remedial work as a prerequisite to college level study. All credit students must take the COMPASS assessment test prior to enrolling in math or writing courses. While college-wide core outcomes are published in the TBCC catalog, the evaluation team could find no evidence that these outcomes are tied to general education course syllabi or that these outcomes are assessed.

Basic Skills

Tillamook Bay Community College demonstrates its commitment to literacy and college readiness through its comprehensive skills development programs and developmental education course offerings. Skills development is offered at the Tillamook campus and at outreach centers throughout the service district as needed. Significant institutional resources are provided for several programs that serve diverse populations, e.g., Adult Basic Skills, GED Preparation and GED Exam, English for speakers of other languages, Adult High School Diploma, High School Credit Recovery, and Adult Literacy. Assessment of student learning outcomes is regular and consistent in skills development programs. Assessment methods are based on state and federal mandates and guidelines and are also completed in fulfillment of grant requirements.
Career and Technical

Associate Degree programs are designed to prepare students for vocational and technical fields. All career and technical programs have defined program outcomes which are published in the TBCC catalog. Each of these programs has a recognizable body of instruction in related instruction. Although program outcomes have been defined and published in the catalog, the evaluation team could not find evidence of systematic publication of program outcomes in course syllabi. Evidence was not found of assessment of program outcomes or college-wide core outcomes. Additionally, the evaluation team could not find evidence of adequate faculty for the educational levels offered. Full-time faculty does not represent each field in which TBCC offers major work. There was no evidence found of job placement rates of TBCC graduates.

Educational Program Planning and Assessment

As a contracting college, TBCC educational programs are included in the assessment and review processes of Portland Community College. A review of their website shows that PCC has developed Course Content and Outcomes Guides (CCOGs) for every course and crosswalks every course to its College Core Outcomes. Subject Area Committees (SACs) for all discipline/program areas are in place and meet quarterly. SACs are responsible for conducting program reviews that: 1) improve the learning experience of students, 2) provide an opportunity to carefully study specific discipline or program areas important to student learning and outcomes, and 3) create written records of what is working well, what can be improved, and specific plans for making improvements (in the areas chosen for study). Program reviews also provide a forum for the SACs’ findings to be communicated to administration. The SAC and administration can explore and determine ways to make the improvements recommended in the program review (including timelines and “check-in” periods between program reviews). CCOGs, program/discipline outcomes, and course outcomes provide the benchmarks for program reviews.

The evaluation team found evidence that both full and part-time TBCC faculty regularly participate in the SACs at PCC. Fulltime faculty members are full voting members of the committees. Part-time faculty may also vote depending on the particular SAC. It was evident in interviews with faculty that they are very familiar with CCOGs and understand the need to follow PCC curriculum guidelines. PCC college core outcomes are published in the TBCC catalog and syllabi contain course level outcomes designated by the various SACs.

The evaluation team found evidence that TBCC has taken the initial steps to begin implementation of a comprehensive plan for measuring student learning outcomes related to its mission and goals. Administrators and faculty interviewed indicate that they have recently been involved in twice a month assessment work to identify five institutional values and associated critical outcomes statements. Discussions have also centered on how to identify performance criteria and sources for evidence and data collection. However, to date, faculty has only some anecdotal evidence of how assessment results are used to improve student learning at the course level. No evidence was found that TBCC faculty has a clear understanding of how PCC institutional performance metrics and assessment activities relate to their work. Students interviewed did not indicate an awareness of course, program, or college-wide outcomes.
Undergraduate Program

The evaluation team found that degree and certificate programs are coherent in design and appropriate in their breadth, depth, and sequencing. Subject Area Committees at PCC and the TBCC Faculty Curriculum Committee review all requirements and degree changes as established and published by the Oregon Department of Community Colleges and Workforce Development. General education courses are taught by qualified faculty and are at the collegiate level.

TBCC has identified a substantial core of general education courses as required by Standard 2.C.1, Policy 2.1 and Eligibility Requirement 9. General education requirements are clearly published for its degree and certificate programs. Transfer degrees require 90 credits and include a coherent distribution of credits in arts and letters, social science, and science and mathematics. Students must also complete specific math, writing, speech, and cultural diversity requirements, as well as health, physical education, and elective courses. Course sequencing and/or prerequisites in lower division transfer courses within disciplines are kept to a minimum to provide access. All career and technical programs have defined program outcomes and are published in the TBCC catalog. Each of these programs has a recognizable body of instruction in related instruction including communication (WR 121), computation (Math 65), and human relations (Psych 101 or BA 285.).

PCC’s Associate Degree Requirements-General Education Policy is included in the TBCC catalog. However, the evaluation team found that the policy does not clearly articulate the rationale for general education/related instruction requirements or their value to students as required by Policy 2.1.

The evaluation team found that TBCC maintains effective academic advising programs. All credit students are advised by the academic advisor in Student Services. Worksheets for degrees, certificates, and transfer programs are available in the catalog, on the website, and in the advising office. Students interviewed indicated a general understanding of the transfer process and expressed satisfaction with advising services offered by the college. Although TBCC has not yet uploaded its catalog, many students indicate that they access guides on the Oregon “Atlas” system for transfer information. Because TBCC and Treasure Valley College use Jenzebar while the majority of colleges use Banner, full participation in Atlas has been hindered.

TBCC faculty is currently involved with advising on an informal basis. There is discussion with faculty about taking on a more formal role and the academic advisor has been directed by the dean to develop tools for faculty use. This discussion will take on increased importance as the institution experiences the anticipated enrollment growth associated with the move to its new campus.

The College also offers developmental courses in reading, writing, and math for students needing remedial work as a prerequisite to college level study. All credit students must take the COMPASS test prior to enrolling in math or writing courses. The Institutional Effectiveness Report shows that TBCC students enjoy a high level of completion of developmental coursework and of subsequent related courses in reading and writing.
The evaluation team concurs with the College’s appraisal that it needs to clearly and explicitly articulate ability to benefit, permissible student load, and granting of credit in the TBCC catalog, and suggests that the College review how it represents remedial coursework and prerequisite requirements to students and the general public.

The evaluation team confirmed that data is collected which documents student completion and graduation rates. However, student placement information is not being collected by the college.

**Continuing Education, Special Learning Activities, Non-Credit Programs and Courses**

Continuing Education and special learning activities are offered throughout the district and are consistent with the mission of the college. Activities are a part of the institution and maintain the same academic standards as regularly offered programs and courses. Full-time faculty indicated that they are involved in the planning and evaluation of continuing education programs. The evaluation team found no evidence of procedures for periodic design, approval, administration, and evaluation of all off campus continuing education programs. Currently, Portland Community College’s academic regulations are applied to continuing education and non-credit programs. The granting of credit appears to be consistent throughout the institution. PCC’s policy for credit for prior learning is used by TBCC, although according to the faculty the award of prior learning credit has not been used at TBCC. No travel/study courses are offered at this time. Evidence of a formal process for academic and fiscal control was not found. PCC’s academic regulations guide policy in relation to continuing education credit. The College should consider developing local polices to address these requirements.

Non-credit programs and courses are administered under appropriate institutional policies. Faculty is involved in their planning and evaluation, although responsibilities need to be reviewed and updated. The College maintains records of non-credit instruction. Consistent use of course evaluation forms was of concern to the evaluation team. PCC’s academic regulations are utilized regarding standards of granting credit for continuing education. The College indicated plans to develop their own academic regulations in this area.

**Policy 2.1 General Education/Related Instruction Requirements**

Associate degree program offered by TBCC include a general education component that represents a substantial core of study. PCC’s Associate Degree Requirements-General Education Policy is included in the TBCC college catalog. General education courses are taught by qualified faculty and are at the collegiate level.

**Policy 2.2 Educational Assessment**

Eligibility Requirement 12 - Student Achievement, Standard 2.B, and Policy 2.2 require that “the institution’s processes for assessing its educational programs are clearly defined”, that "the institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs” and that “regular and systematic assessment” take place to demonstrate “that students who complete their programs, no matter where or how they are offered, will achieve these outcomes.” The evaluation team found evidence that TBCC has identified and
published learning outcomes for its career and technical degrees and some of its certificates. Syllabi include course level outcomes as directed by PCC CCOGs. TBCC also lists PCC’s college level core outcomes in its catalog and has begun work to identify core outcomes specific to TBCC’s mission. However, the evaluation team could not find evidence that assessment is taking place at the course, program, or degree level that produces results which can be used to improve teaching and learning.

**Policy 2.6 Distance Delivery of Courses, Certificate, and Degree Programs**

As described in the fall 2008 Schedule of Classes, Tillamook Bay Community College provides distance learning opportunities from Portland Community College and the Oregon Community College Distance Learning Consortium, as well as locally developed courses. Delivery methods include streaming video, DVD, VHS, CD, cable television, interactive TV, and web-based learning. The evaluation team confirmed that the TBCC library provides VHS, CD, and DVD course materials locally upon request by students.

The self-study stated that all distance learning courses must meet the same standards as onsite classes. In addition, each online course must be approved for distance learning. The evaluation team confirmed that TBCC courses are subject to the PCC approval process and will continue to be until TBCC achieves independent accreditation. The evaluation team determined that an evaluation instrument for online courses is being developed.

PCC utilizes Blackboard as its distance learning platform. Once courses are approved through PCC, other platforms for distance delivery may be used. Looking ahead to accreditation separate from PCC, TBCC has recognized the need for a lower cost platform. The selection of Moodle, an open source software platform, provides TBCC with a lower cost option that has the flexibility to meet local needs. TBCC has begun the migration of local distance learning classes to the Moodle platform. The College offered one class via Moodle and three classes via Blackboard in the fall 2008 schedule. The Moodle server is currently managed off-site.

The Moodle platform allows the administrator to add a link to the library and other resources on the home page. It also allows instructors to add links to library resources and services within individual courses to customize the site for students. At this time, the evaluation team could not confirm that library resources and services are integrated into the distance learning curriculum.

Distance learning allows the College to reach north and south county residents who may find it difficult to commute to campus. Though not found in the strategic plan, plans identified in the self study and confirmed through discussions with faculty include developing signature programs that would attract new FTEs outside of the relatively stable service area.

One faculty member has been identified as the resource person for the institution’s distance learning efforts. The faculty member has had Quality Matters training in developing distance learning courses and provides training and encouragement for other faculty. Students receive course specific orientation packets and are directed to a link for online orientation. The evaluation team confirmed printed orientation materials are available. The evaluation team found no evidence that student services are provided to online students by TBCC.
Policy A-6 Contractual Relationships with Organizations Not Regionally Accredited

TBCC has successfully entered into contractual relationships with other accredited colleges that have resulted in expanded educational options for students. Each of these agreements defines the roles and responsibilities of the partnering college and demonstrates adherence to the principles defined in Policy A-6.

The curriculum, qualifications of faculty, and evaluation remain under the sole and direct control of the sponsoring accredited institution.

Commendations and Concerns

The College is commended for developing partnerships that have increased educational opportunities for the community it serves. For example, the contractual relationship it has had with Portland Community College has provided a comprehensive curriculum. Additional career and technical programs have been implemented as a result of contractual relationships with Chemeketa Community College, Clatsop Community College, Oregon Community Colleges Distance Learning Consortium, and Linn Benton Community College.

It is recommended that, as part of its strategic planning, the College explore how it will identify full-time faculty for each discipline and program area for which degrees and certificates are offered. (ER 7, Standards 2.C.7 and 4.A.1, Policy 4.1)

It is recommended that TBCC develop academic policies and administrative rules to meet academic regulations that have been met by the contractual relationship with PCC. (Standards 2.A.10, 2.A.11, and 2.A.12)

It is recommended that faculty ensure that the use of library and information resources is integrated into learning across the curriculum. (Standard 2.A.8)

It is recommended that the College implement a system of regular and systematic assessment to demonstrate that students who complete its programs of study have achieved expected learning outcomes at the course, program, and degree levels. It is further recommended that the College use the results of that assessment for the improvement of teaching and learning (Standards 2.B.1, 2.B.2, and 2.B.3).

It is recommended that the College implement a process to periodically evaluate continuing education programs (Standard 2.G.1).

It is recommended that the College develop administrative rules that define a formal process for academic and fiscal control (Standard 2.G.2).
STANDARD THREE – STUDENTS

Purpose and Organization

The Student Services Division, under the leadership of the Dean of Instruction and Student Services, supports the mission and goals of the college by offering services and programs which facilitate student achievement. Essential services such as admissions, advising, financial aid, and registration are offered on campus. Online registration was implemented as a result of student survey feedback and students have access to financial aid information, grades, and transcripts through their MyPCC account via the internet.

Student Services is comprised of experienced and qualified personnel who are dedicated to student success. Staff members are clear about their job responsibilities and their performance is annually evaluated. Professional development opportunities are available, including participation in local and national conferences and workshops. Resources for student services are allocated based upon college budget guidelines and program needs. The staff have input into departmental budgets, which is forwarded to the Dean of Instruction and Student Services. Based upon institutional strategic goals and priorities, the budget is reviewed by the budget committee and budget hearings are held. Student Services employees express satisfaction with the budget process. Human, physical and financial resources are adequate to support the services and programs offered currently.

Appropriate policies and procedures for student development programs and services exist and are easily accessible, including policies on student conduct, student grievance procedures, academic integrity, academic regulations, standards for academic progress, and placement assessment.

General Responsibilities

Each student services unit develops annual goals. It is not clear how these are linked with the College’s strategic plan and budget process or specifically how the goals will be assessed. It is not evident how recent assessment measures, such as the Community College Survey of Student Engagement (CCSSE), will inform program planning and effectiveness.

Opportunities for student participation in shared institutional governance are provided through the Associated Students of Tillamook Bay Community College. Students serve on the College Council, which provides a communication channel to the President through the Planning and Steering Committee. Policies on student rights and responsibilities, including those related to academic honesty and procedural rights specifically related to student conduct are clearly stated and are publicized through the college catalog, student handbook, and the college web-site.

The College makes adequate provision for the safety and security of its students and their property. Incident reports are referred in writing to the Dean of Instruction and Student Services. Information regarding crime statistics is available in the college catalog and on the web-site. The college utilizes local police department services when necessary.
A college catalog is available both online and in hard copy, and includes information on admissions, academic regulations, degree completion requirements, credit courses and descriptions, tuition, fees and other charges, refund policy, and other items related to attending the institution or withdrawing from it. The Tillamook Bay Community College student handbook includes information on student government, student conduct, due process, student clubs, and academic integrity.

**Academic Credit and Records**

Criteria for the awarding of credit are clearly stated and transfer credit is accepted from accredited institutions as per Portland Community College rules. Implementation of credit policies is consistent with Standard 2.C.4 as well as Policy 2.5 *Transfer and Award of Academic Credit*. Official transcripts are sent to and evaluated by personnel in the Records Office at PCC to determine acceptance of transfer work to meet program requirements. TBCC students are encouraged to bring a copy of their transcripts when they meet with the TBCC academic advisor. Student transcripts are currently the responsibility of PCC and they clearly note when any credit is non-degree credit. Credit and non-credit classes are clearly delineated in the TBCC schedule of classes.

Permanent and official student records are currently housed at PCC and duplicate records are kept at TBCC in a locked file cabinet. Tillamook Bay Community College does not currently have a fire-proof location for student records. The institution adheres to the Family Educational Rights and Privacy Act (FERPA). Information regarding FERPA and the information release policy is clearly stated in the catalog, in the student handbook, and on the college web-site.

**Student Services**

Tillamook Bay Community College has an “open-door” admissions policy, allowing students with varying skills and backgrounds admission to the college. The ACT COMPASS placement assessment is used to assess entry skills in writing, reading, and math. Appropriate policies and procedures guide the placement of students into courses that ensure reasonable likelihood of success. Services and programs are provided to address the characteristics and needs of students, such as the College Now program. This program provides high school students, many of whom come from low socioeconomic backgrounds, opportunities to enter into higher education by taking college classes at the high school. Services for students with disabilities are provided although these received one of the lowest satisfaction ratings on the Community College Survey of Student Engagement (CCSSE). Attention to cultural and ethnic diversity in programs and services is not evident.

Institutional and program graduation requirements are clearly stated in appropriate publications, such as the catalog, and are consistently applied in the certificate and degree verification process. Appropriate reference to the Student-Right-to-Know Act is included in the college catalog. The academic progress policy is published in the catalog and clearly articulates the policy for readmission of students who have been suspended. The institution provides an effective program of financial assistance to students through their contract with PCC. Relevant financial aid
policies and procedures are clearly and consistently stated in campus publications and on the web. Monitoring of the student loan programs and default rates is provided by PCC.

Student Orientation is primarily conducted one-on-one by the academic advisor. A group orientation is provided at the beginning of each quarter but has minimal attendance. Academic and program advising is provided by the academic advisor who assists students with making choices regarding academic and career direction. Based upon local survey results, as well as the CCSSE results, students are very satisfied with the advising services received. The Dean of Instruction and Student Services has directed the academic advisor to develop tools and training for faculty advisors.

Career services are provided by the academic advisor as well as through Tillamook County’s One Stop Career Center. A collaborative partnership between the college academic advisor and the community career center exists. Career exploration can also be done in the TBCC library through the computer based Oregon Career Information System. Job placement assistance received one of the lowest satisfaction ratings on the CCSSE.

Professional health care, including psychological health and relevant health education are available in the community and students with health issues are referred to the Tillamook County Health Department and Tillamook Family Counseling Center.

Co-curricular activities and programs are offered through the Associated Students of Tillamook Bay Community College and Phi Theta Kappa International Honor Society. The two groups sponsor activities in the community and on campus. The Beta Delta Epsilon chapter of the Phi Theta Kappa is actively involved in a variety of community service and civic engagement projects, including projects that involve environmental issues, relief for hurricane survivors, and cancer awareness and support. There is a process for student club formation. Recreational activities are provided to support the overall development of students through college partnerships with the Tillamook County YMCA and the North County Recreation District. The ASTBCC has recently been allocated funds to support activities and is involved in overall college governance activities.

The bookstore is located on campus and is adequately stocked to support the educational programs. Students, faculty, and staff can provide input to the bookstore through a written survey.

A clearly defined and published policy addressing the institution’s relationship to student publications and other media is not evident.

**Intercollegiate Athletics**

The college does not have an intercollegiate athletics program.
Policy 3.1 - Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Tillamook Bay Community College meets the requirements of Policy 3.1. Based upon a review of publications and staff credentials the evaluator found that educational programs and services offered are emphasized in all advertisements, publications, promotional literature, and recruitment activities. These statements and representations are clear, accurate, and current.

Student recruitment for Admissions is conducted by well-qualified student services professionals and accurately portrays the institution.

Representation of accredited status is used appropriately.

Commendations and Concerns

The Beta Delta Epsilon chapter of the Phi Theta Kappa International Honor Society is to be commended for involvement in community service and civic engagement as evidenced in the Service Hallmark Award document.

It is recommended that the College develop a comprehensive student services assessment and planning system that is linked to the college’s strategic planning and budget process.

It is recommended that Tillamook Bay Community College systematically evaluate the appropriateness, adequacy, and utilization of student services and programs and use the results of the evaluation as a basis for change. (Standard 3.B.6)

It is recommended that student records be protected, secured, and backed by duplicate files. (Standard 3.C.5)

It is recommended that the College articulate its plans for providing essential services such as financial aid programs. (Standards 3.D.6, 3.D.7, and 3.D.8).

STANDARD FOUR – FACULTY

Faculty Selection, Evaluation, Roles, Welfare, and Development

TBCC employs professionally qualified faculty with primary commitment to the institution. The college employs six full-time faculty and thirty-seven adjunct faculty. The evaluation team did not find evidence of full-time faculty representation for each field or program in which TBCC offers major work. Ten faculty hold doctorate degrees while twenty-nine are degreeed at the master’s level. Four adjunct faculty hold a baccalaureate degree. The evaluation committee found that the college utilizes a very structured and consistent approach to ensuring that the faculty is well qualified with primary commitment to the institution. College policy clearly states that faculty teaching in programs and courses that are transferable to a baccalaureate institution possess a master’s degree. For programs for which a master’s degree is not required, minimum requirements are set by the Dean of Instruction and Student Services based upon criteria defined by the Subject Area Committees at Portland Community College. The SACs
determine the appropriate credentials which may include years of work experience or professional certification. The required qualifications, preferred qualifications and possible additional requirements for faculty from each programmatic area or discipline are found in a document titled “Instructor Qualifications.” The document is housed on the PCC Office of Academic and Student Affairs web site and is also available in the TBCC Faculty Handbook.

It is clear that faculty participate in academic planning and curricular development and review. TBCC faculty participates in Portland Community College SACs to represent and articulate academic planning, curriculum development and review, and academic advising. The SACs are composed of all faculty in a given academic area or program. SACs assist in the coordinating of curricula of all course offerings within a discipline and are the forum for discussion of curricular issues that have college-wide impact. SACs are a recommending body. Additionally, the faculty handbook articulates the professional responsibilities of all faculty. These include serving on SACs and representing their discipline, teaching coursework, and supporting student success. The evaluation committee found faculty workloads to be clearly identified in the faculty handbook.

One of Tillamook Bay’s strategic goals is to “recruit, develop, and retain qualified staff and faculty to meet the mission, vision, and goals of the college.” As evidenced in TBCC Policy Manual (Section IV.C1) salaries are on par with other small to mid-sized colleges in Oregon and thus are adequate to attract and retain a competent faculty. However, adjunct faculty salaries are significantly below salaries at peer institutions.

The evaluation committee found that the college uses a very structured and orderly process for the recruitment and appointment of full-time faculty. All positions are advertised and screened according to established TBCC procedures and Affirmative Action/Equal Opportunity Policies of the college. Screening committees are advisory, making recommendations to the President, who is responsible for hiring.

The evaluation committee found that the college utilizes the same criteria for hiring part-time faculty as full-time faculty with exceptions granted as warranted. Full-time faculty is involved in the selection of part-time faculty. If a program needs to hire a part-time faculty in a specialty area, they may be hired to teach only a specific course based on their professional credentials. Part-time faculty is provided a copy of the faculty handbook which details their rights and responsibilities as faculty. Some concern was expressed that the limited number of full time faculty makes it increasingly difficult to have a full time faculty member assigned responsibility for each program. The college should continue to evaluate this in light of the mission and goals of the institution. The institution also supports the professional development of faculty through sabbaticals and professional development funds.

All faculty complete course evaluations for each course every quarter. Summary reports are reviewed by the Dean and distributed to the faculty member. TBCC Faculty Evaluation Policies are stated in Policy 406 and 407. The policy requires full time faculty to receive annual performance appraisals including an observation by the Dean for Academic and Student Services. A sample review of personnel files identified Instructor Evaluation Reports that had been completed within the last year for each full time faculty. Also found was an updated
Position Inventory describing how the faculty member will complete their workload: teaching coursework, supporting student academic success, and serve as a representative for the discipline. However, for the adjunct faculty files that were sampled the most recent evaluations were fall 2007 and fall 2002. TBCC plans to add a public service component to its faculty evaluation process. Also under consideration is the use of peer evaluation. The evaluation committee could not find evidence that TBCC has demonstrated that it periodically assesses institutional policies concerning the use of part time and adjunct faculty in light of the mission and goals of the institution.

Scholarship, Research, and Artistic Creation

The evaluation committee found that the college supports faculty scholarship, research, and artistic creation consistent with its institutional mission and goals. The faculty handbook contains clear language concerning professional improvement leave (TBCC Policy 408). Conditions of eligibility, compensation, appropriate activities, and specific application procedures are well defined and widely disseminated. TBCC faculty actively engages in scholarly and artistic activities related to their disciplines. Faculty have written and published a number of scholarly articles. The evaluation team did not find evidence delineating intellectual property rights for traditional works of scholarly activity that are created primarily on a faculty or staff member's own time with only limited use of college resources. Academic and personal freedom to pursue scholarship, research, and artistic creation is assured by policy 404 in the faculty handbook.

Policy 4.1 - Faculty Evaluation

The evaluation committee found that the college has developed processes and criteria by which the faculty is evaluated on a continuous basis. Course evaluations are completed for each faculty member for each course to which they are assigned and in every quarter in which it is taught. Institutional policy 406.7 states that adjunct faculty will be evaluated. However, the evaluation committee did not find evidence that multiple indices are used on a regular basis in evaluating adjunct faculty. Evidence of full time faculty evaluations including observations from the Dean of Instruction and Student Services as well as self reflection was evident in a sampling of full time faculty. All official employee documents are maintained in the official employee file which is housed in the college human resources department. The evaluation committee found that administration has full access to all raw data.

The faculty handbook identified the indices that may be used in full time faculty assessment including administrator evaluations, student evaluations, peer evaluations, and self evaluations. While adjunct faculty members are evaluated by their students each quarter, each of these indices was not present in the sampling of employee files that was completed by the evaluation committee.

When areas of improvement are identified, the Dean works with the faculty member to develop an improvement plan. The assessment plan and report of progress towards completion of the plan is forwarded through administrative channels to the employee’s official employment file.
Commendations and Concerns

It is recommended that the College have faculty whose primary commitment is to the institution for each general education distribution area and AAS degree program. (Standard 4.A.1)

It is recommended that the College periodically assess institutional policies concerning the use of part time and adjunct faculty in light of the mission and goals of the institution. (Standard 4.A.10)

It is recommended that the College fully implement its faculty evaluation procedure to include the use of multiple indices. (Policy 4.1)

STANDARD FIVE - LIBRARY AND INFORMATION RESOURCES

Purpose and Scope

The evaluation committee determined that while the size of Tillamook Bay Community College’s collection is small, it shows sufficient breadth and currency to provide a bare bones support to the college mission. However, the depth provided within each subject area is of concern. Based on the total number of volumes (less than 3,000 items) listed on the Academic Library Survey submitted to the National Center for Educational Statistics (2006), there were approximately 8.5 library items per full time equivalent student. Comparisons to peer institutions were not offered within the self-study or exhibits. College faculty and students depend heavily on interlibrary loans to fill the needs beyond what the library can offer.

The TBCC library contracts with the Coastal Resource Sharing Network (CRSN) for the online catalog, WorldCat, and for access to journal databases. Though this network has a strong public library orientation, the academic databases provide a sufficient baseline for online resources. Faculty, staff, and students currently have access to PCC’s library collection and databases under their contractual agreement. It is unclear how the gap in resources and services will be filled if TBCC becomes independently accredited.

The librarian has been in his position for less than a year and fills a two-year vacancy. Without needed library leadership, there has been little progress toward fulfilling the library-related goals in the strategic plan.

Information Resources and Services

The library resources are organized according to professional standards. The collection is small and the shelves are crowded, but the collection provides sufficient breadth to meet the needs of students and faculty. The strategic plan indicated a goal to evaluate the collection and the evaluation committee confirmed with the librarian that the project was underway. The list of materials in the library was reviewed and imprint dates were found to be relatively current. Unfortunately, space constraints require that a fairly thin print collection be maintained. Such constraints force the librarian to look for creative ways to provide access to information resources needed by students and faculty.
Library resources are expanded through contractual agreements with both PCC and the Coastal Resources Sharing Network (CRSN), a consortium of 14 mostly public libraries. CRSN provides and manages multiple online databases as well as the library management system used by the TBCC library. The databases utilized by TBCC students through CRSN are good academic-focused databases that provide most of the journals that community college students would need. Though PCC provides 81 electronic databases to faculty and students, both faculty members and the librarian reported that students have an additional barrier of having to request an access code from PCC.

It was difficult to extrapolate useful, comparable data provided from both the library management system and the online databases through CRSN because of challenges with the configurations. For example, all library materials sent from the TBCC library to its own off-site locations are counted as interlibrary loans. Interlibrary loans borrowed from libraries outside of CRSN are not checked out through the library system and are counted manually. All instructor-owned materials placed on reserve are checked out to students manually. Additionally, the online database statistics cannot be disaggregated in order to determine usage by TBCC students.

The TBCC library is fortunate to have a membership in WorldCat through its CRSN affiliation. WorldCat enables students to identify books in libraries around the world. The library staff is then able to borrow many of the books needed by TBCC students for their use. The library places great emphasis on interlibrary loans to supply library materials needed by students. Though it is an effective way to supplement a small collection now, this strategy will begin to become staff intensive and expensive as the student population grows. Surprisingly, library staff reported that they have requested no copies of journal articles through interlibrary loan in over a year. Student periodical needs seem to be met through the full-text databases currently available.

The media equipment are organized and circulated to faculty upon request. They are available at both campuses and reserved through the library. Multimedia equipment includes laptops, multimedia projectors, TVs, and VHS/DVD combos. TVs are mounted in all classrooms. A portable smart board is also available. The available equipment appears to meet the needs of the institution.

Information literacy was identified as a performance criteria/outcome within the TBCC Learning Outcomes Assessment Plan (June 2008). However, little evidence was found that information literacy was articulated, implemented, or assessed in order to contribute to the ability of faculty, students, and staff to use information resources critically, effectively, efficiently, and ethically. When requested by faculty, library staff provides library instruction to students, though most instruction is one-on-one. The size and arrangement of the library make orientation of whole classes in the library impractical. At this time, most faculty members do not consistently incorporate the use of library resources into their curriculum.

The library’s Collection Management Policy is well-written and provides clear goals and guidelines to aid in the development and management of the print, audiovisual, and electronic collections in support of the educational mission of the college. The policies also include the policy for handling challenged library materials, as well as the Library Bill of Rights, the Freedom to Read Statement, and the Freedom to View Statement.
Three different circulation policies with conflicting information were provided within the exhibits. Other examples of conflicting guidance included a policy stating that no one under age 13 was allowed in the library unaccompanied by an adult while another policy stated that no one under age 18 was allowed unaccompanied. One policy charged non-student visitors a $75 fee to use the library while another policy welcomed visitors without mention of a fee. No evidence was found indicating that library policies were posted or available to the college community.

The evaluation committee met with faculty and students who, in general, seemed happy with the library services they received. Faculty and students reported that the librarian and library assistant were responsive to college needs. As documented in the self study, students, faculty, and the librarian confirmed that an informal outreach and feedback effort informs the library staff about the needs of the college community.

Facilities and Access

The current space is a tight fit serving multiple purposes. It serves as a testing center, a study space, and a computer lab with eight computers. The configuration of shelving makes the space difficult to monitor, but creates pockets for studying. The college community can look forward to a new campus and a new college library that will provide needed space for students, library materials, and computers.

During separate meetings, students and faculty identified access to the library as a concern. Both groups talked of the need for earlier and later hours as well as weekend access. Online library access is available at all hours through the Internet.

Library staff is doing a good job of providing access to materials not available in the library through online databases and interlibrary loan. Interlibrary loans are available from PCC, the Oregon State Library Interlibrary Loan Agreement, or by courier from CRSN member libraries. WorldCat is available through the CRSN consortium and enables students to identify monographs needed from other libraries through interlibrary loan.

Gate counts are captured manually. Data from the NCES Academic Library Survey (2006) reported 231 visitors to the library in a typical week. This is a significant number given the size of the college and library.

Personnel and Management

A professional librarian was added on a part time basis in February 2008. Together with the library assistant they provide 1.30 full time equivalent staffing for the library resulting in a 1:272 staff/student ratio. This ratio appears to meet the needs of the institution and its students. Both the librarian and the assistant are qualified and competent. During interviews, neither employee reported participating in recent professional development or professional memberships. Taking advantage of opportunities for professional growth and development would be of benefit to both employees and improve the quality of service provided to the institution.
Library expenditures have varied widely in recent years due mainly to staffing changes. Based on the 2005-06 total library expenditures ($65,891), the library spent $186 per student (based on 354 FTE). This figure is considerably less than reported in the self-study, but apparently more in line with other community colleges in Oregon. This amount appears adequate to meet programmatic needs.

Planning and Evaluation

The strategic plan includes outcomes for the library. The lack of a full time librarian resulted in minimal progress being made toward their attainment. With the addition of a librarian, the strategic plan and related assessments of the library program can now take place. Neither of the current library employees was involved in developing the strategic plan.

The evaluation team frequently felt that the data reported for the library was unreliable. Examples of conflicting or inconsistent data that led to this impression included discrepancies in total library expenditures per student, total staff per student, and percent of the library budget spent on materials. Simple data such as gate counts was not provided in the exhibits. This situation made evaluation of the library difficult.

Commendations and Concerns

It is recommended that the College place renewed emphasis on planning and assessment of the library and the services it offers. (Standards 5.E.1 and 5.E.3)

It is recommended that library staff work more closely with faculty in the curriculum development process to ensure that the use of library and information resources is integrated into the learning process. (Standards 2.A.8 and 5.D.5)

It is recommended that the College review its assessment methods as related to the library to insure that data collected are complete and accurate.

STANDARD SIX – GOVERNANCE

Tillamook Bay Community College is governed by a Board of Education consisting of seven members, each of whom is elected for a term of four years. Of the current membership, six have served for seven years or more, with one member having served for fifteen years. Their commitment to the mission of the college and its long term growth was evident throughout the meeting between the Committee chair and three of the Board members that was held as part of this visit.

Governance System

TBCC has a policy manual that defines the governance structure of the college. However, the distinction between what is policy and what is procedure is often difficult to discern. Administration at the college has recognized this issue and begun an effort to revise the policy manual. Based on conversations with administrative staff, it appears that this effort has stalled.
It is recommended that it be resumed so that the distinctions between policy and procedure are clearly defined along with the roles of the Board, administration, staff, and faculty in relation to them.

Structures are in place at TBCC to insure that internal voices are heard in the decision making process. The College Council serves as the primary means of communicating among the various constituencies at the institution. Evidence provided in the team room indicates that it meets on a regular basis and has a focused agenda prepared in advance. As part of its efforts to better distinguish between policies and procedures, the College Council was recently added to the procedure for approval of administrative rules. There is also a Planning and Steering Committee in place that serves as an advisory group to the President, dealing with issues concerning the overall direction of the college. Each of the campus groups is represented on this committee, which meets to discuss issues related to strategic planning, institutional advancement, evaluation procedures, and the ongoing effort toward gaining independent accreditation.

**Governing Board**

The Board of Education is an active participant in the life of the college and has set the vision of its future. The attainment of independent accreditation and the effort required to achieve it is a Board directed goal of the institution. Throughout the evaluation visit, Board members made themselves readily available to meet with the members of the evaluation team. They shared information openly and honestly in these discussions and provided good insights into the history of the college and how events in its past have shaped the vision, mission, and goals for the future. Their support and involvement in the life of TBCC was readily evident.

**Leadership and Management**

The college employs a full time institutional researcher who is an active participant on the College Council and Planning and Steering Committee. The results of research conducted are distributed through those committees and are published in the annual Institutional Effectiveness Report. Interviews with various members of the campus community, e.g. students, faculty, administration, and Board of Education members confirmed that this information needs wider dissemination than it currently has, to include the greater Tillamook community.

Currently, the employee groups at the college have not organized and are therefore not using collective bargaining processes.

**Commendations and Concerns**

The Board of Education is commended for creating a vision for Tillamook Bay Community College that addresses the needs of the community and for being an active participant in its ongoing realization.

It is recommended that the review of the policy manual be given increased emphasis so that the distinction between policies and procedures is more clearly defined.
It is recommended that the results of internal research, such as the annual Institutional Effectiveness Report, be published to the greater Tillamook Community.

STANDARD SEVEN – FINANCE

Financial Planning

TBCC has a budget process that has a wide base of participation and provides resources to meet institutional goals. The annual budget is a public process that meets legal and board requirements, and is made available for inspection. Audit reports submitted by independent Certified Public Accountants for the five years ending June 30, 2007, are unqualified and indicate compliance with generally accepted accounting practices.

While evidence linking budget decisions to strategic planning exists, there is not a clearly identifiable connection between the processes. For example, both salary adjustments and a new administrative software system were listed in the strategic planning documents and funded through the budget process. Including a reference to the strategic plan in the budget narrative would have been helpful in tying the processes together. In addition, strategic benchmarks have been met, indicating that resources were adequate.

Adequacy of Financial Resources

The college has demonstrated fiscal stewardship for the five years ending June 30, 2007, by not expending more funds than received. In fact, the operating reserve fund (total revenues less total expenditures and transfers) has grown to the point where it exceeds 25% of the 2007 total education and general expenditures/mandatory transfers. Unaudited financial statements for the year ended June 30, 2008, indicates an operating reserve of $1.31 million versus actual expenditures and mandatory transfers of $3.11 million (over 40%). This flexibility will allow the college to make and/or implement strategic decisions for the future.

Debt service requirements are adequately provided for. TBCC has accrued a sizable maintenance reserve fund, which will be further enhanced by the construction bid for its new building coming in substantially lower than budgeted. This will also provide greater flexibility in addressing facility objectives and needs. Several years ago, the Board of Education directed administration to place county timber tax revenues into the maintenance reserve fund instead of the operating budget. This has resulted in a growing reserve fund for capital and maintenance planning. As of June 30, 2007, the balance in the account was $654 thousand, and the unaudited balance as of June 30, 2008, was $996 thousand. The Board of Education has declared the main First Street building, which has been appraised at $1.2 million, surplus upon completion of the new building. The combination of these factors, and anticipated timber tax revenues for the 2008-09 year will provide approximately $2.5 million in discretionary capital funding.
Financial Management

TBCC has provided evidence to meet the requirements of this section. Audited statements for the five years ending June 30, 2007, were reviewed and no findings or qualifications noted. Board minutes reflect appropriate oversight by the governing authority.

Financial aid programming is provided via contract with PCC. Interviews with a wide range of staff indicate that as TBCC moves to gain independent accreditation this arrangement will need to be assessed to determine if these services will be provided internally.

Fundraising and Development

The Tillamook Bay Community College Foundation is a 501(c)3 nonprofit organization founded for the purpose of supporting TBCC. The articles of incorporation and by-laws clearly define the relationship between the two organizations. The foundation has a modest asset base, limiting its impact on the college’s plans and growth.

Commendations and Concerns

The College is commended for accumulating substantial balances in anticipation of a major student growth effort and facilities expansion and renovation campaign, which has positioned it well to address associated strategic needs.

It is recommended that the College communicate more clearly the relationship between strategic planning and budget decisions. (Standard 7.A.2)

STANDARD EIGHT – PHYSICAL RESOURCES

Instructional and Support Facilities

Tillamook Bay Community College is currently occupying two buildings at the main site in Tillamook, a second site located in the offices of a public office complex in the northern county, and a third space in a community center for the southern portion of the county. The main (Tillamook) site is well maintained, adequately furnished, and although undersized, supportive of the instructional and educational processes. The Tillamook site is dated and most of the operations housed within it are slated to be transferred to a new facility that as of this writing is in the bid process. This will pose both an opportunity and challenge for TBCC.

TBCC is also reviewing the northern and southern sites in relationship to the two high schools in the respective areas with the potential of development of facilities on high school grounds. (Neah-Kah-Nie and Nestucca districts respectively). In addition, the college has reached agreement with the Tillamook School District to renovate and share a vocational building on the high school campus. These projects will be funded with a portion of the proceeds from the recently passed bond issue. This expansion will require TBCC to expand facilities maintenance resources regarding custodial, grounds, maintenance and technology support. TBCC has
considered the issue, but is awaiting the award of the construction projects before beginning the final process of budgeting and hiring.

**Equipment and Materials**

Educational and administrative equipment is suitable to meet institutional goals and objectives. Technology equipment is current, and a new administrative software program has been implemented. Science equipment is dated, but should be brought to standard with the opening of the new facility.

**Physical Resources Planning**

The current facilities master plan for TBCC was updated in August 2004, and reflects the need for a new facility. The process used for its development included board members, faculty, and staff. However, the document utilized fall 2001 student demographics, including self-improvement FTEs. Policy changes by the state of Oregon have required the college change the program mix, resulting in a marked increase in lower division college FTEs.

The actual FTE total in these programs from 2004 to 2008 climbed from 73 to 145, a 50% increase. Since the creation of the initial document, student enrollments and program mix have changed dramatically, and combined with the funding and award of a construction contract for the new main building have resulted in the need to update and expand the scope of the master plan. In addition, the sites under consideration have also been modified and need to be included in an overall master plan.

In an effort to maximize resources, TBCC has entered into agreements with all three school districts in their service area for joint capital projects. Designs have been completed for the Tillamook and Nestucca school districts. Funding for all three partnerships is included as part of the recent bond passage.

The college has been proactive in planning for the projects and in entering into community partnerships with the county and school districts in order to gain support for the bond passage. Additionally, the funding of a capital reserve fund (see Section 7) with an anticipated balance of $2.5 million over the next few years will provide resources for strategic decisions regarding physical resources.

**Commendations and Concerns**

TBCC is commended for its demonstrated leadership and creativity in establishing community partnerships to advance both college and community needs.

It is recommended that the facilities master plan be revised to include anticipated capital additions, student growth, and program development. (Standard 8.C.1)
STANDARD NINE – INSTITUTIONAL INTEGRITY

Tillamook Bay Community College has in place policies and procedures designed to insure that ethical practices guide the employees of the institution. The college Policy Manual has evolved over the life of the institution, providing the reference point for its ethical practices. In 1996, Standards of Conduct were developed and implemented, further defining the expectations the college has for the interaction among its employees.

The college strives to accurately represent itself to the community through its various publications. Processes are in place to insure the accuracy and completeness of the information they contain, with organizational responsibilities clearly identified. As identified in the self-study, the sole exception is the college website. A formal process of regular and systematic review of the institution’s website is needed to insure its currency and accuracy.

Policies exist for the Board of Education and the faculty that address conflict of interest, making it clear that an employee of the college cannot be a member of the Board, but a general policy that speaks to conflict of interest for faculty, staff and students does not exist. While this shortcoming was identified by the college in the self-study it completed in 2004, action has yet to be taken to create such a policy.

TBCC fosters a culture of openness and inclusion. Faculty agreed that their ability to manage their classrooms as they delivered the approved curriculum was free from outside interference. The creation of a Faculty Senate as part of the institution’s preparations in advance of attaining independently accredited status has further strengthened the academic freedom they enjoy. While opportunities for student participation on institutional committees is provided for and encouraged, the college cited their actual involvement as a challenge.

Commendations and Concerns

It is recommended that the College fully implement and accelerate its review of policies and development of administrative rules. (Standard 9.A.2)

It is recommended that the College develop a general policy that addresses conflict of interest. (Standard 9.A.4)

SUMMARY

Tillamook Bay Community College provides a much needed alternative for those seeking educational opportunities on the north-central Oregon coast. The college is an active and vital partner contributing to the economic development of the region. Among its strengths are:

- Full commitment of the Board of Education, administration, faculty, and staff to the vision and mission of the institution.

- Demonstrated leadership and creativity in creating partnerships that advance both the college and the community it serves.
• In preparation for anticipated growth, sound financial management that has resulted in the accumulation of substantial reserves.

• An institutional planning process that has as its basis the results of the self-study process.

TBCC has developed a strategic planning process that if fully utilized will lead to the identification of long term goals for the institution. Data collection is accomplished by the institutional researcher, but the analysis and application of what is learned from that activity does not occur on a regular and consistent basis. Institutional and instructional assessment processes must be developed that lead to the continuous improvement of the college.

Administration, faculty, and staff are dedicated to the mission of TBCC and to the success of its students. The construction of a new campus coupled with substantial reserves will provide the facilities and support systems needed to deliver quality education to the greater Tillamook community.

The self-study provided an accurate snapshot of the college’s status as related to accreditation standards. While more narrative in nature, the information it contained allowed the members of the evaluation committee to adequately prepare for the visit. Strengths and weaknesses of the institution were identified in the report and have been used to form the basis for the institution’s strategic planning activities.

The evaluation committee was well received by the campus community and had excellent support throughout the visit. Emergent needs were addressed quickly and in a manner that aided the team as it conducted its business.

GENERAL COMMENDATIONS AND RECOMMENDATIONS

Commendations

1. The Committee commends the Beta Delta Epsilon chapter of the Phi Theta Kappa International Honor Society for their active involvement in community service and civic engagement as evidenced in the Service Hallmark Award document.

2. The Committee commends the college for accumulating substantial reserves in anticipation of a major student growth effort, facilities expansion and renovation campaign that has positioned it well to address associated strategic needs.

3. The Committee commends the college for its demonstrated leadership and creativity in establishing strong community partnerships to advance both college and community needs which culminated in the recently passed bond measure.

4. The Committee commends TBCC faculty, staff, administration, and Board of Education members for living the mission of the College.
Recommendations

1. The Committee recommends that the College fully implement its strategic planning processes so that institutional planning and assessment may be accomplished in a systematic, inclusive, and ongoing manner. (Standards 1.B.1, 1.B.2 and 1.B.3)

2. In light of the College’s projection for growth and enrollment, the Committee recommends that the strategic plan be reviewed to insure that it provides direction for the accomplishment of those projections. (Standard 1.A.5)

3. The Committee recommends that the college apply the results of its institutional assessment processes to the improvement of its instructional programs, institutional services, and activities. (Standard 1.B.4)

4. The Committee recommends that the college communicate the results of its planning and assessment processes, as contained in its report of institutional effectiveness, to the campus and greater Tillamook communities. (Standards 1.A.3, 1.B.9, and 6.C.7, ER 17)

5. The Committee recommends that the College develop and implement a process of regular and systematic assessment to demonstrate that students who complete its programs of study have achieved expected learning outcomes at the course, program, and degree levels and that the use of assessment results leads to the improvement of teaching and learning (Standards 2.B.1, 2.B.2, and 2.B.3).

6. The Committee recommends that the College demonstrate that they have full time faculty representing each general education distribution area and AAS degree program. (Standards 2.C.7, 4.A.1)

7. The Committee recommends that the use of library and information resources be integrated into the learning process across all programs offered by the College. (Standards 2.A.8, 5.B.2)

8. The Committee recommends that the college systematically evaluate the appropriateness, adequacy, and utilization of student services and programs and use the results of evaluation as a basis for change. (Standard 3.B.6)

9. The Committee recommends that the college make provision for the security of student records, including fire-proof storage, adequate electronic security, back-up systems, and provision for recovery of records in the event of disaster. (Standard 3.C.5)

10. The Committee recommends that with their expansion the college articulate its plan for providing essential services, some of which are currently provided by Portland Community College, such as financial aid, library resources, and academic regulations. (Standards 3.D.6, 2.A.7, 5.E.2, and E.R.s 8 and 10)
11. The Committee recommends that the College accelerate the revision of the Board Policy Manual so that Board Policy and administrative procedures are more clearly and explicitly defined. (Standards 6.A.1 and 6.A.2)

12. The Committee recommends that the College articulate and document more clearly the relationship between strategic planning and budget decisions. (Standard 7.A.2)

13. The Committee recommends that a facilities master plan be developed that aligns with the institutional strategic plan. (Standard 8.C.1)